

# Break

## Green Paper blues

Mr Roy Hattersley, Mrs Williams's successor at the Department of Prices and Consumer Protection and one-time aspirant to the DES, has, I understand, been giving her a little advice about the Green Paper. It seems he wrote her a letter.

By all accounts, he will not have been on her side—or on the Prime Minister's—when the paper was discussed at yesterday's Cabinet meeting.

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## Idle chatter

Hopeful rumours of money to study the effects of moving houses and changing school on children's education have been wafting about recently.

It all seems to stem from people making a lot of sweeping generalizations were being made about harmful effects without any real backing of facts. These generalizations reached their apogee at the great debate meeting in Exeter.

Since then the DES has been on the telephone to the National Children's Bureau. The NCB's child development study is the only research material available. "Tell me," they are reputed to have said, "what do you know about mobility?"

Scarcely had they rung off than the Schools Council was on the line. "Tell us what you know about mobility. And by the way what did you tell the DES?" The Schools Council research section had already been sent scouring through their card indexes by all the wild talk. There they had found remarkably little in the way of research.

So is there to be money? Nothing has been decided, according to the DES, but well, yes, mobility is one of the ideas of sub-studies of the NCB child development material which might be financed by government departments now the main study has finished.

## FO's quirk

Still on the subject of mobility—another quirk of our great and glorious bureaucracy came my way this week.

The Foreign Office confirmed that Her Majesty's Government will pay the boarding fees for children of staff posted overseas (both while they are abroad and when they come back, in the interests of continuity, don't you know). They will pay full fares for the children to join their parents twice a year and part for the cost of a third visit. They will pay for children to go with their parents and be educated privately in the country to which they are posted.

What they will not do is pay the fares for children and mothers to join a father posted abroad in the interests of continuity, of course—the family may keep their children at day school in this country (which might very well be free) and their mother plans to spend all or a part of the term here with them. It makes no difference how much cheaper it is.

"That," according to a Foreign Office spokesman, would really not be acceptable. It would mean that children are only paid if the mother is with the father overseas or officially separated from him. The wife's fares are only paid at the beginning and end of a posting and for leave. There is a board and lodging allowance which can be paid to relations or friends looking after day school children whose parents are abroad: £75 a year for the first child, £200 for any others. Generous.

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## Nether Clerkenwell

Running currently with Robert Bolt's play, *State of Revolution*, at the National Theatre is an exhibition in Clerkenwell. "A People's History of Clerkenwell" gives a well researched view of the area dating back to medieval times, when Clerkenwell Green was dominated by a nursery and a brewery until the dissolution of the monasteries by Henry VIII.

In 1737, a Welsh charity school was built on the site of the nursery and, when this grew too big for its premises, the building became in turn a pub, coffee house and, in



Prize for best take of a cold was awarded to Brighton Polytechnic for their invitation to their Art and Design degree exhibition, open days June 24, 27 and 28, Pe-De-gree, p. 14.

Apparently there was a cattle show in the area recently but the *poxy does not rockan many people will have gone to the wrong event. Rather more have been asking after their basic literacy.*

1892, the first socialist press. William Morris guaranteed the initial year's rent of £50 for *The Twentieth Century Press* and Eleanor Marx Aveling, daughter of Mark, spoke from a wagon on the great where Waz Tyler led the Peasants' Revolt in 1381.

The exhibition is brought to life by contemporary prints, maps, documents and a wealth of detail they are allowed and when they come back, in the interests of continuity, don't you know). They will pay full fares for the children to join their parents twice a year and part for the cost of a third visit. They will pay for children to go with their parents and be educated privately in the country to which they are posted.

## Beside reading

Education journalists, always avid for facts and figures when writing their articles, have a new bedside book to comfort them. Researchers at the University of Lancaster's centre for educational research and development, have produced, after 12 months' digging, the most comprehensive reference book of people employed in the education industry.

You want to know how many administrators and managers there are in primary and secondary schools? How many teachers in theological colleges? The number of civilian lecturers in RAF training schools? Part-time teachers in prisons? Education producers in radio and television? Secretaries in schools broadcasting councils? It is all here.

There is even a section on the number of researchers in education. Lancaster University's team can be expected to not that sums up by a number, but education correspondents had better be wary of the paragraph devoted to them.

According to the survey there are 12 of us scribbling away on weekly educational journals, 12 in the Street of Shame, and another 23 on other journals, radio and television and agencies.

A quick head count in the offices of *The Times* educational supplements, reveals that at least another 12 should be added to the survey's total of 47 education journalists. And no one has bothered to count our permanently office-bound staff who process the papers each week. After all, if they can include the 25 advisers to the Wool, Jute and Flax Industrial Training Board and the 17 companies making and selling blackboards...

## Concretely spoken

"I have an obsessive desire for absolute perfection which I never reach," said the novelist John Braine, explaining why, after making little animals from plasticine, he rolls the plasticine up and starts again.



"I think the education college is ideal, but then want to teach in an education college."

He was speaking at the National Gallery recently, the first of a number of celebrities invited to discuss art. "Seeing is Enjoying" was his theme and the sights he has enjoyed are quite disparate because he does not know what he likes before he has seen it. By the age of six, he had learnt to distinguish between the erotic and the pornographic by studying the shape of his schoolmistress. Though tempting to see this episode as having marked him for life, there is no pattern in his development. He derived equal pleasure from, for example, Diane Arbus, Da Vinci and Magritte, each "a profound visual experience".

A highly liturgical man, he derided writers given to describing sunsets and the like as "literally exploding". Properly speaking, he said, painting was about pain, just as writing was about words. And the essence of visual art lay in looking at pictures.

Theory was the death of art and early advice had led him to abandon the abstract in his own art and keep his eye on the concrete. Meaning in art, he said, was not a kernel but had the consistency of atoms. He recalled that he had described the sky in the first line of *Rainy At The Top* as coloured with the "grey of Gaius's substance". "Leningrad had seemed to him a 'statement in stone' about power.

Despite his being cemented in the concrete, he had not enjoyed the sight of Carl Andre's pile of bricks at the Tate: not a profound visual experience. Instead, it had only confirmed that the gap between the artist and the public had never been wider. How was this gap to be bridged? He said he was looking at pictures, Mr Braine had no answer. Perhaps we should all go back to playing with plasticine.

## Bridge

South had a lot of trouble on this deceptive deal, and it began when East opened 3 hearts.

♠ 9 7 6  
♥ Q J 7 2  
♦ 6 4  
♣ A 10

♠ K Q J 10 9 8  
♥ A K  
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If, on the other hand, West wins the trump lead, West will play the trump lead, he will give East a diamond ruff immediately and still make the king of diamonds later. No way to deal with that either.

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## Agit corner

Everything in the garden's lovely, that is, if you prefer candle shops, trendy restaurants, smoking centres and graffiti to tripping on sacks of curries and adding a cubane leaves.

One of Covent Garden's newer residents, just round the corner from the Opera House, is the Corner House. Bankslung windows are a permanent feature in passing with "Stuff the Judge" and Agit posters and posters of striking arts and crafts and work centres.

Inside are walls and racks brightly and neatly arranged and magazines on all aspects of social education from *The Learning* to *Agit*. The *Learning* is a Socialist Teacher in the charge of NUS and Home and other publications. There are well stocked sections on language, the history of education, feminist pedagogy—and also ACE (Action Centre for Education, Culture and Education) which you will see anywhere else in London.

The shop was started last year by Patricia Holland, Paul Trudell and Ann McNeil who it will soon be self-supporting. An old friend is already a full number of passers-by, and radically minded teachers. A few streets away, in South Street, are the offices of a group of people, equally concerned with re-educating the nation, without a permanent Drum Arts Centre is a racial group of people who see black artists in Britain as a challenge.

Since 1974 it has been a black theatre, art and writing centre at the Commonwealth Institute, Morley Collew, and at the Vic—always on other premises. Now the GLC has them back for a centre in Covent Garden, which will house a series of workshops, exhibitions, Afro-Caribbean restaurant.

It aims to combat the cultural alienation among black Britain, to disseminate black culture, to create a community and link with centres in Africa and the Caribbean. So far it has from the Voluntary Services of the Home Office to be used for conversion of any suitable premises is being started. The programme is being started in any luck, by September, and will be prepared for a colourful new growth to spring in the garden.

## Next week

Books: Rosemary Street's collection, the background to the other. Aerial for children about to be announced. Gerald High reviews two books on racism and social class. Children's literature: Special pages of books on technical subjects. Extra: Home Economics.

# THE TIMES Educational Supplement

FRIDAY JULY 1 1977 NUMBER 3239

FIRST PUBLISHED 1910 PRICE 15p

## Pot black...



John examines the failure of the youth service

## ...or billiards and reggae are not enough

John examines the failure of the youth service

come to terms with young blacks, pages 16, 17

## Y testing

How is to set up a bank of questions that teachers can draw on to design their own purpose-built tests? page 3

## Political theatre

John Peter looks at two plays now showing at the National Theatre and asks "How do you write a political play?" page 18

## Oxbridge fees

Minimum grants at Oxbridge leap in value from £50 to around £1,200 next September when university and college fees will be paid for all eligible British students without means test. Discussions, veiled in secrecy, meanwhile continue about what should be done after next year. page 72

## Extra

Home economics and health education. pages 33-40

## Leaders, 2: personal column, John

Rec. 4; School to Work, 9; Foreign news, 10, 11; Letters, 12, 13; Sport, 14; science diary, 15; Talkback, 16; science exchange, children on adults, 27; features, CEE, youth work and young blacks, 15-17; Books, bias in children's literature by Gerald High, psychology, local history, music, education, children's literacy, technology texts, pages 19-25; Arts reviews, Ilkley festival, ballet, theatre and education, BBC publicity materials, pages 70, 71; maths teasers, crossword, Break.

## Broadcasting gloom

Radio broadcasting could be replaced by other means, says Antony. page 7

## School to work

Training opportunities to be made available under the proposals will steer girls from traditional female jobs, says BCC. page 9

## Classified ad index

# Go-ahead for £160m package to beat youth unemployment

The Government is to go ahead with the Manpower Services Commission scheme to provide Government-funded work experience or training for unemployed 16 to 19-year-olds.

In a statement to the House of Commons on Wednesday, Mr Albert Booth, the Employment Secretary, said the programme would provide work experience for more than 230,000 young people a year, but this figure would be reviewed annually. All those participating will be paid a weekly allowance of £15 recommended by the Iffland working party last month.

The Employment Secretary also announced extra resources through the programme for the education service to provide for its own education and training elements. Extra money would also be provided for the careers service.

Mr Booth said the programme would cost about £160m a year and be in full operation by September, 1978. Preparations would begin immediately with a progressive build-up of places in training and work preparation courses from this September. The work experience programme will ease the transition to the new scheme.

The job creation programme will be extended until the end of 1977, when it will be replaced. In the new scheme 8,000 unemployed adults will be used as supervisors and instructors on work experience projects.

In addition, there will be a special temporary employment programme (STEP) to provide work for up to 12 months for the over-16s. The new STEP programme will build up to 25,000 places and will concentrate mainly on groups hardest hit by the current recession in areas of heavy unemployment.

## More cash for FE too

Mrs Shirley Williams, the Education Secretary, said the Government would be making resources available for a further 10,000 full-time equivalent places for 16 to 18-year-olds in further education colleges.

The cost in a full year is estimated at £11m, to be paid for out of the rate support grant. A £27m

Behind the decision to have a waiting period are ministerial fears that the 130,000 places in the programme—enough to provide for all those likely to be unemployed for a significant length of time, but not sufficient to cover the annual school leaver peak—would be grabbed by the more able school leavers who could find jobs.

Claiming that the new programme represented a major step forward in trading youth unemployment, Mr Booth said: "It demonstrates our concern that we should not abandon young people who cannot find jobs with the depressing prospect of long spells of unemployment but should provide them with opportunities to improve their prospects of getting permanent jobs."

building programme is also to be authorized.

Mrs Williams said: "The MSC programme itself will make its own demands on the education service which we expect will continue to be a major provider of courses, especially short industrial courses to improve a young person's chances of employment."

# Who's for Holland?

The Government's decision to adopt most of the proposals of the Holland Working Party has been taken with commendable speed. It is a big programme—the price tag is about £160m and it is a measure of the political importance which the Government attaches to those schemes that, while other programmes are held back, the Chancellor should appear to have unlimited funds for Holland.

On one important point the Government have parted company with Holland. The Working Party had been divided on whether school-leavers should immediately be eligible for a Holland place, or whether the offer of work experience or preparation should be confined to those who have already been unemployed for a minimum period of—say—six weeks. In the Holland report, the tender-minded won and no waiting period was prescribed. But the Government have taken a tougher line and insist that boys and girls should spend at least six weeks looking for ordinary employment before being able to participate.

The second thoughts seem much more sensible. If work experience were to be an immediate option, many might be tempted to apply who would otherwise find work. The flat £18 a week is designed to make such schemes less attractive than an ordinary job, but some young people, doubting their own chances and badly discouraged, might settle for the Holland options before exhausting the possibilities of other employment.

The argument about a qualifying period throws up the whole question of the number of Holland places, and whether or not a "comprehensive" scheme should be worked out which guarantees a place for everyone. This is what Holland was commissioned to devise. But a comprehensive scheme raises huge difficulties. It would be very costly. It would compete not only with continued full-time education (as the proposals now approved seem likely to do), but also with ordinary employment and could lead to a further shrinkage of teenage jobs. But so, too, are there difficulties about the smaller-scale scheme Holland has outlined. If there are fewer places than applicants, then an element of selection enters in. Who will be chosen—those most likely to succeed, or those with the least chance of an ordinary job? The more competitive the entry, the more likely it is that the places will go to the least disadvan-

taged unemployed teenagers. But deliberately to discriminate in favour of the most disadvantaged/least employable, would be to introduce yet another adverse label and stigmatize all who end up on these schemes.

It remains to be seen how successfully Mrs Williams is going to be able to keep her end up. The danger that the schools and FE and the Manpower Services Commission will find themselves conducting a Dutch auction for the 16 plus age-groups is not going to be easy to avert, and could lead to a new, costly and wasteful system of transfer payments, means tests and claw-back arrangements, which would principally benefit the bureaucrats who would thrive on administering it.

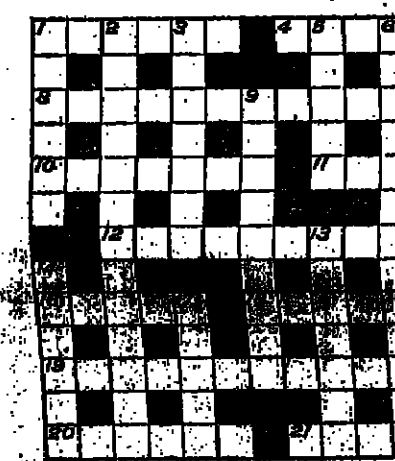
There is a lot to be said for Mrs Williams's own vision of a spectrum of opportunities for young people, stretching across the whole of teenage endeavour, to include traditional paid work at one end and traditional academic study at the other, with a variety of other forms of activity in between. The Holland proposals could be seen as enriching the various forms of work, experience, training and education on offer. They are an attempt to rationalize the short-term, improvised developments of the past 12 months, the main object of which has been to provide, at all costs, an alternative to idleness.

But what Holland is proposing is to become a permanent feature of the social, industrial and educational scene, then much more serious thought is going to have to be given to how the different colours in the spectrum merge into one another. It will not take long for the Holland schemes to develop a well-endowed life of their own. This will be wholly beneficial if it encourages a corresponding diversification of what schools and colleges offer. Mrs Williams is aware of this and her statement on extra resources for further education is encouraging. But it almost certainly does not go far enough and it will still be dependent on the local education authorities finding their share of the cost.

## No comment

The lower-sixth parents evening has more than 40 teachers involved spreadeagled over all floors in the building. Please be sure to keep to time and to help the parents to do likewise—from minutes of comprehensive school staff meeting.

## Crossword No 1,091

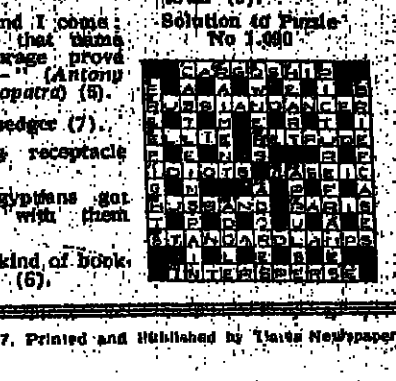


Across  
1 Poor little horse, real fast (6).  
4 Describes had little girl with curf (6).  
6 Will the new morning cloud be one of those? (13).  
10 You must be glad to do this? (7).  
11 Wrote about a fortress (5).  
12 Not the least artificial of course (9).

Down  
1 Vehicle that doesn't stop? (6).  
2 They mark the parting of the ways (4, 9).  
3 A piano punctuation (7).  
5 Advice to film an attack (5).  
8 The line is parallel lines (7, 6).  
7 Warm enough to make one run away (16).  
9 Uses superior authority, force, etc. (6).  
13 A number of things, say, which are not to be missed (5).  
14 Conditions for which you are not to be missed (9).  
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17 Solution to Puzzle No 1,090.

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### For whom the bell tolls

The Government has announced its surgery on the body of teacher training in England is now completed. While 20 institutions are to cease to train teachers by 1991, five which have been under threat since January have been saved.

But critical observers will have noted they have been only just saved. None of the five is to have more than 350 places and two will have only 300, though it is not long ago that 600 was being talked about as the minimum viable figure for a college of education. Small as they are to be, they will still add more than 1,100 places to the number the Government has estimated (on an expected up-turn in the birth rate towards the end of the decade, he it noted) will be needed by 1985.

Then why revive any at all? What considerations could the college deputations to Mr Gordon Oakes put before him that were unknown to his civil servants, when the proposed list of closures was published in January, based we were told on geographical location and provision of in-service training? Mr Oakes himself said at the time that he thought there would be little change when the revised list was published.

The academic argument is not markedly stronger for any of the institutions than for half a dozen others that have not been saved. Stronger, perhaps, in the case of one, St Mary's, Newcastle, is the pastoral argument that teacher training has been long the traditional pathway to higher education for girls and in the north-west the percentage of girls staying on even beyond the minimum leaving age is the lowest in the country. They

### Comprehensive get-together

PRISE and the Campaign for Comprehensive Education have been collaborating for some time, sharing their administration. This week, however, sees their first joint public venture. Their twin ideologies are crystallised in a document, *Comprehensive Education—Our Last Chance?*, which was published on Wednesday (page 3).

PRISE (programmes for reform in secondary education) is to a large extent a professional educators' spirit-raising group in the progressive cause. Its members broadly subscribe to a manifesto which includes mixed ability teaching right through secondary school, open access to all schools, right up to 18, co-education, no corporal punishment, a general broadening of management structures, a common exam at 16-plus and a common core curriculum.

Since its foundation its members have spent a lot of time and energy in such topics, but now they are joined by the Campaign for Comprehensive Education. This is an older war horse bearing the scars of the earlier campaign to get comprehensive education introduced throughout the country. It has been predominantly concerned with structures, with doing away with 11-plus selection.

These two strands tied together in the new manifesto account for its dual emphasis on completing comprehensive reorganization by enforcing the 1976 Act and on pursuing within schools policies compatible with structures, with approval of selection and differentiation.

In so trying the two strands the movement no doubt gains strength from greater numbers and a general feeling of solidarity. But PRISE

## David Kirp urges the DES to use its powers under the new Act Come off race relations fence

The performance of the Department of Education and Science in the arena of race and schooling has won the Department few friends. Various race relations organizations, among them the Community Relations Commission and the Runnymede Trust, have long been vociferous critics.

While it may be in the nature of things for organizations primarily concerned with race to perceive government as never doing enough for their constituents, the raging can hardly be dismissed as a case of special pleading. Whilst the most recent, the Labour Party's Home Affairs Committee (in a still confidential report) has faulted the DES for "long periods of inaction punctuated by hasty and inadequate measures" concerning race, and Tory MP Peter Walker has chided the DES's "remarkable complacency" in these matters.

In the face of such criticism, the DES's first line of defence has been to note its remarkably limited leadership in questions of discrimination. As is generally known, the new law specifically outlaws discrimination in education. Its administrative innovations are more interesting. Individual complaints concerning admission practice, access to school services, and the like must go to DES before being heard by the courts. The Department was not pleased to be singled out in this fashion all the more readily because individual complaints now go directly to the industrial tribunals or the courts.

Moreover, since the new Commission on Racial Equality is expected to pay less attention to education than the predecessor race relations organizations, the DES may as a practical matter be the only game in town, the one government institution other than the courts that will get involved. Although the task of holding formal hearings is not the priority it was in the past, it is sufficient precedent in other departments to indicate that it could be done well.

Under the new legislation, the DES also has the authority to draft standards of general application, thus anticipating individual cases. Racial discrimination by a local education authority is now deemed "unreasonable" under the 1944 Education Act, thus answering in the Department's favour the very issue

### Letters to the Editor

#### The case for black studies

Sir,—In a book review which appeared in the *TBS*, June 24, David Kirp made several inaccurate statements about the objectives of my study *The West Indian Experience in Education* and about the role of black studies in a multi-racial society.

Mr Kirp states "... until now, no one has undertaken a systematic inquiry into the nature of the West Indian schooling experience in order to puzzle out what has gone wrong. Nor, differently, has anyone been brave enough to offer detailed policy recommendations."

My study was not concerned with either of these objectives, as the cover of the book explains: "This book gives an account of teachers' perceptions of the special educational needs of West Indian pupils in socially disadvantaged areas."

Mr Kirp also commented "Giles might have chosen so many schools in order to afford some basis for comparison making among them; if so, this the worst unacknowledged. In no two schools was the same range of questions canvassed..."

The reader has only to refer to the introduction of my study to know I was not interested in conducting an in-depth study merely concerned with making comparisons among schools.

The central issue with which my study was concerned was posed to the heads and teachers of all the schools I visited in the following form: "As far as the staff of your school are able to determine, do the children of West Indian background in your school experience any special difficulties or disadvantages that affect their school performance? If yes, please describe briefly."

Discussions developed in the light of their various responses to this question. Teachers' perceptions were felt to be important since they serve as the basis for the development of the different procedures and practices that are used to deal with West Indian children in multi-racial schools.

Finally, in asserting that black studies have become passé in the USA in favour of literacy and numeracy, it should be pointed out

#### Incentive to lie

Sir,—When the Housing Commission report and discussions with BEC members at the recent DES meeting attempts to resolve the problem of inadequate awards, the Department of Education and Science is not the only Government department at present guilty of discrimination.

Mary leaves my school this week. Subject to her award of an education grant, she will enter university this autumn. She has registered as being unemployed and because she is under 16 she is not entitled to receive any benefit as defined in the Department of Health and Social Security Further Education Regulations 1975. She is entitled to receive £9 as a supplementary benefit for every week between now and entering university and also during vacation.

Dawn also left my school this week. Subject to her award of an

## Oxford strike: minister asked to mediate in row over cuts

A government mediator has been asked to settle the dispute which has brought nearly 400 Oxfordshire teachers out on strike and closed 29 schools.

The request came from the National Union of Teachers, which called out teachers in schools in the city of Oxford in protest over staffing cuts. The union's request for mediation came after Margaret Jackson, a junior education minister, told MPs in the House of Commons on Tuesday that she would help to settle the dispute if she received a request from the NUT.

At the time of going to press, a spokesman for Oxfordshire County Council was unavailable for comment on this latest move.

The dispute, which has brought the NUT out on strike for the first time for four years, centres on staffing cuts. At stake in the long term are 344 jobs which Oxfordshire has cut from its budget for next year. The more immediate issue involves a number of part-time teachers on short-term contracts whose contracts run out this year.

At the NUT strike office, there is talk of extending action, and the strike next term if the county council will not give in. At county hall, the chairman of the education committee says he can hold on indefinitely.

The NUT is very much on its own in the dispute. Other teachers' unions appear unenthusiastic and parents have shown little interest, barring a few animated parent-teacher associations.

Some 14,000 schoolchildren are rejecting in an unexpected holiday that will probably last for 10 or 15 days. Certainly the 60 or so people who participated in a forlorn march to the county hall on Tuesday were there more for the fun of it. Their banners called for sympathy for their teachers and for their own loss of education, but questioned afterwards whether it clear they were delighted to be out of school. Asked if she was sorry to be missing school, one 10-year-old girl, earlier loud in her protestations about "cuts", exclaimed: "No fear. It's the best day of my life."

Meanwhile those head teachers who have not joined the strike are using the quiet spell to catch up on chores like stocktaking and timetable.

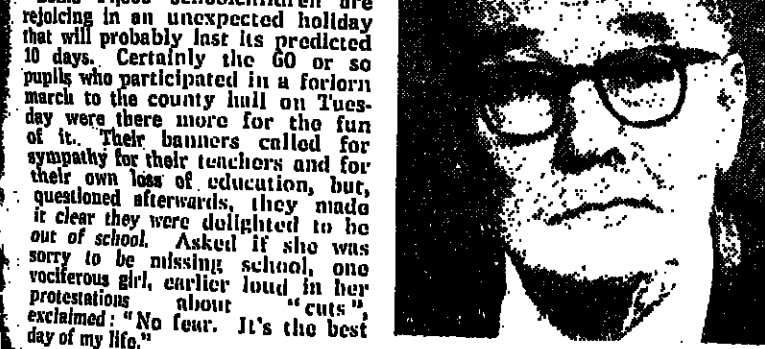
The figures the contestants are quarrelling about appear irreconcilable in the over-simplification of slogans. Some NUT members say 400 jobs are at stake; county hall officials talked first about 160, which they implied was more a possibility than a reality. Nobody could say precisely how many people were involved but one figure's figure was reduced to 100 and a surprise announcement on Wednesday afternoon that 60 primary school teachers on short-term con-

tracts, had been appointed to normal full-time posts.

The NUT's official claim is that 344 jobs are being lost, a figure arrived at by calculating the number of extra teachers the county would need had to maintain the existing pupil-teacher ratio when, as is expected, the number of pupils in the authority's schools rises by 1,000 in September.

The 344 include those teachers—adding up to the equivalent of 160 full-time staff—on short-term contracts, which, the NUT says, is an abuse of a system originally intended to provide cover for absences. The union claims that the authority is deliberately using this device to cut down staff. County officials reply that it is merely a safeguard and that most will probably be taken on to the permanent staff before their contracts expire.

This, it was announced at a press conference on Tuesday, had already happened to 60 primary school teachers. Brigadier Streetfield, chairman of the education committee, said the move could push the cost of £100,000 a year to be found within the budget if staff vacancy estimates were not fulfilled by September.



Brigadier Streetfield

It was not, though, he explained, an offer to the NUT. "I don't think they care a damn now they are on strike, but we are concerned about our teachers. They are in our employ and we are responsible."

Mr Ray Fox, NUT regional organizer, reacted cautiously. "It depends what they mean by 60 jobs. It is a start but they have a long way to go yet. It brings down the number of teachers immediately at risk to 100."

If the authority refused to budge further, he said the action would be revived next term and expanded if necessary. He refused to say

### Secondary selection 'creeping back'

Selection, far from being on the retreat in Britain's secondary schools, could well be making a comprehensive comeback.

In a report published this week by the Department of Education and Science, it is estimated that 10 per cent of secondary school pupils in England are still on 11-plus.

The report is the work of parents from the Campaign for Comprehensive Education and the Campaign for Reform in Secondary Education (PRISE). In it they say that selection is still widespread and that they are particularly concerned that it may even be brought back in some place where it has been abolished.

They see the claim that the move to comprehensive education is nearly complete as misleading, not only because of the large amount of selection which still remains, but also because of "covert" grammar schools run alongside comprehensive schools.

The report says the Government should use the 1976 Education Act to observe the law

## Schools tests bank all set to go into operation

Work starts this month on a vast bank of test questions that any school or local authority will be allowed to draw on to devise tests tailored to their own requirements.

With the work of schools under greater scrutiny than ever, many local authorities are looking for some form of testing or monitoring for screening or reassurance. At least 10 have now established some sort of authority-wide testing programme and several others are discussing what ought to be done. For this reason the National Foundation for Education Research has decided to set up a test bank.

The man in charge of the foundation's testing and guidance services, Dr Ray Sumner, said this week: "Schools everywhere are encountering a tougher atmosphere. Parents and industry are being more critical and the teachers' wisdom is being questioned, so many I.e.s.s. have decided to organize a defence at authority level."

To begin with, the foundation will concentrate on maths and language questions. The target age range will be nine to 13. The idea is to collect a large number of tried and tested questions which can be drawn upon to test the sort of curriculum objectives or ages the school or local authority is most interested in.

Dr Sumner said: "Many I.e.s.s. are working out their own schemes for the curriculum. The trouble is that what they want to do... if teachers tried to devise their own tests they found it took a great deal of time and effort and the results were not always as reliable or informative as those already tested and developed elsewhere."

They could not provide the sort of comparative information that test questions could. Each bank question, for example, will be graded for difficulty as compared with other questions and also according to how

hard different age groups found it in national samples.

The foundation already has many such items and during the next year will be developing and testing out a lot more. The bank should be open for business next autumn. Dr Sumner thought it would not be any more expensive to use than buying ordinary standardized tests.

Its flexibility meant, for example, that special tests could be devised for authorities particularly interested in finding out more about slow learners in maths by including a large number of easy items. Conversely, they could be more detailed and tests of the most able were produced by including more difficult questions.

Also authorities might want comparative statistics more suited to their local needs. A metropolitan authority, for instance, might want to compare its results with other metropolitan authorities.

To some extent the NFER's plans have outstaged one of the intended functions of the Assessment of Performance Unit set up by the Government. Apart from sampling national standards, the APU was supposed to provide new testing materials that local authorities would find more useful. It is unlikely, however, that the unit will be in any position to do this for several years.

The scope of the bank may be extended later to other curriculum areas, if there is a demand for it. Science, modern languages and "children's attitudes to learning" are three directions being considered.

There can be little doubt that many schools and authorities are more interested in testing than previously. Certainly the foundation has no such doubts. Apart from the feedback it has been getting from its regular consultations with I.e.s.s., difficulty as compared with other questions and also according to how

## Edward de Bono's CoRT Thinking lessons can be used in the English class

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More letters, pages 12, 13



# Labour Party gaffe over 16 to 19-year-olds

by Mark Jackson

The education lobby within the Labour Party has muffed a chance of getting a major expansion of further education resources and substantial maintenance grants for 16 to 19-year-old students included in the TUC's terms for a renewal of the social contract.

A confidential paper embodying these proposals has failed to get the support of the unions because it linked them with demands for a restructuring of the control of education and training as a whole.

The paper, prepared by the science and education sub-committee of the NEC went to the last meeting of the liaison committee which discusses joint TUC and Labour policy initiatives. It was "turned" down after a powerful attack on its tone by Mr Len Murray, the TUC's general secretary.

"What, in particular, wrecked any chance that the paper would get any agreement was its criticism of the Manpower Services Commission; its demand that the commission and its relationship with the DES should be restructured, and that education and training of young people should come under the control of one minister through a single mechanism to approve schemes and to oversee the curriculum.

The TUC is an influential partner in this commission, and many of the

bigger unions are implacably opposed to any attempt to separate training from the Government manpower administration as a whole.

Mrs Shirley Williams, the Education Secretary, was unable to support the paper although it called for many of the changes she is fighting for within the Government. She has had to close ranks with Mr Albert Booth, the Employment Secretary and with the MSC to overcome Treasury attempts to block increased expenditure of any kind on the 16 to 19 year olds.

Mrs Williams was anxious to avoid the further public airing of differences, which it is said, are being exploited by the Treasury ministers.

The paper is highly critical of the Manpower Services Commission's Holland programme which, it says, is likely to set up a system of training courses in competition with normal further education, and encourage young people to move away from full-time education into courses which are unlikely to meet their medium and long-term needs.

The MSC courses, although run in colleges, will, it fears, have limited educational content, like many of those already put in by its Training Services Agency.

The colleges want to be given the money, possibly through a specific grant to run their own

courses for 16 to 19-year-olds. It also calls for the young people to be paid allowances comparable to those proposed under the Holland scheme.

The paper says that to secure an adequate integrated programme the further education system must not only be given more resources for its own courses, but also play a far greater role in determining the courses sponsored by the Training Services Agency.

Its proposals for immediate action, pending more radical changes, include:

- Colleges must initiate and develop their own schemes of vocational preparation.
- The Government must provide extra money for the further education service in addition to the Manpower Services Commission being given to set up a system of training courses in competition with normal further education, and encourage young people to move away from full-time education into courses which are unlikely to meet their medium and long-term needs.
- Consideration should therefore be given to earmarking part of an increased rate support grant possibly in the form of a specific grant for further education courses for 16 to 19-year-olds particularly the unemployed.
- A single system of allowances for

16 to 19-year-olds who are on non-advanced further education courses must be set up. Such allowances may well have to be means tested for financial reasons but must be at a level which is comparable to the allowances to be paid to those on TSA courses.

- The Government must introduce the long awaited system of compulsory part-time day release for those young people in employment as proposed by the TUC and the Labour Party.
- There must be closer liaison between the TSA and I.O.S. and further education colleges locally to ensure that there is no undue duplication of courses in colleges and skill centres.
- Staff in further education colleges teaching TSA courses must be given a far greater role in determining the course curriculum.
- Increased in-service training for teachers in further education is essential for courses to be designed and taught.
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- Increased in-service training for teachers in further education is essential for courses to be designed and taught.
- The school and college careers service needs to be part of a fully integrated service to provide effective careers guidance for young people and to increase its links with the TSA and employers.
- Young people must become involved in the administration of the schemes through their organizations.

# Maths certificate a 'must'

by Bert Lodge

A date should be set now for which a Certificate of Teaching in Mathematics (CoT) should be obligatory for anyone teaching mathematics in secondary schools, says the Labour Party's science and education sub-committee.

The recommendation is one of a number contained in an unpublished document from the committee in response to the recent consultative document, "Education Our Children".

The CoT will mean the total of teaching places in England in 1981 will now be 43,770 compared with the 42,600 figure announced in January. The total of teacher training places for England and Wales will be 45,000.

Mrs Williams told the Commons that the final decision on the number and location of places in Wales still had not been taken. An announcement could be expected before the end of this parliamentary session.

The five institutions reviewed were North Riding College at Scarborough, Padgate College near Warrington, Portsmouth Polytechnic, Rolle College at Exmouth and St Mary's R.C. College, Newcastle upon Tyne.

Some teacher training is to remain at Eaton Hall, Nottingham, as part of Exton Polytechnic. Breton Hall, near Wakefield, and the education department of the University of York are not now to admit Polytechnic as originally proposed. Another 150 places have been given to the Inner London Education Authority so that training can continue at Shoreditch College, Egham.

Slight reductions have been made at 10 other institutions. The Catholic Education Council agreed that its five colleges should each surrender some of their places to St Mary's, Newcastle, together with St Mary's readiness to accept with Newcastle Polytechnic as believed to have influenced Mr Oakes, St Mary's lecturer, who led the campaign against closure.

By 1981 only 80 institutions will be offering teacher training compared with 163 in 1972. Disappointment was strongest at Preston Polytechnic, one of more than 20 institutions which has made representations to the DES since they appeared on the list of successful colleges in January. Preston was thought to be a favourite for teachers.

Mr Oakes said one of the considerations for preserving Padgate, Exton, Portsmouth, Breton, and the University of York, was that at some colleges between 50 and 50 per cent of the applications for next autumn are from overseas students and of the applications for next autumn are from overseas students and of the applications for next autumn are from overseas students.

The number of students at colleges to save, Mr Oakes said, has reached a new high level.

# College closures—five saved, 20 to go

by Bert Lodge

By 1985 there will be 66,000 more teachers in training than can be employed in the Government's plans for cut training are not carried out, Mr Gordon Oakes, Education Minister of State, said on Monday.

"He was speaking after Mrs Shirley Williams, the Education Secretary, had announced that teacher training at five institutions would not now come to an end, as had been originally planned in January. Training at 20 institutions would, however, close down by 1981.

"This will mean the total of teacher training places in England in 1981 will now be 43,770 compared with the 42,600 figure announced in January. The total of teacher training places for England and Wales will be 45,000.

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# Paying fees is OK, say Methodists

The existence of 16 Methodist independent schools is not incompatible with Christian ethics, the Methodist church's top policy making body decided this week.

The 600-strong annual conference of ministers and laymen meeting in Hull decided by a substantial majority to accept a report from the church's division of education and youth which concluded that "to close the schools would be a grievous loss to British life here and overseas and that to destroy them would be an act of folly".

But the decision came only after one of the longest and most heated debates of the week-long conference, emphasizing the deep division within Methodism on the issue of independent schools. The Rev Brian Jenner (York) called on the church to dissociate itself from the 16 independent schools which between them educate 10,000 pupils.

They should not be allowed to use the title "Methodist" in their name, he said. The schools did not, as the report claims, emphasize Christian values and offer a critique of a materialistic society. They upheld a society in which money could gain entry to an education system.

The Rev Jeffrey Cluck (Newcastle upon Tyne) described the report as "the saddest and the most regrettable to come before conference". He said: "The authors have mixed theology and prejudice and produced a mythology for us to accept". The report spelled out reasonable principles. Then by leaps and bounds tried to justify personal prejudices.

The argument that Christian parents had a right to have a Christian education was invalid; what was the rights of parents who fervently wanted a Christian education for their children but were unable to afford the fees? The church should end its involvement with independent schools and concentrate on supporting teachers in inner city schools who were trying to communicate the love of Christ to the most deprived children in the country.

Replying to the debate the Rev Douglas Hibery, secretary of the division of education and youth, said the seven year controversy over independent education should now come to an end. The division was spending too much time on its small involvement in independent education. More important was the need for the church to get to grips with the public debate on education now taking place.

It should become an important partner in the national structure of education and give attention to issues crying out for attention: the curriculum, the accountability of schools, standards of literacy and numeracy, and religious education.

Lator Mr Hibery said the division was re-examining its involvement in education. There are 46 Methodist primary schools, 42 controlled and four aided, and 18 joint C of E Methodist schools, 12 controlled and six aided.



Autistic children: they can learn skills too.

# 'Teach autistic kids early'

Remedial education for autistic children should begin as early as possible, says the National Society for Autistic Children in a report published recently to mark the opening of its first school for pre-school children.

Skills can be taught to two-year-old children which will benefit them throughout life, the report claims. Out of the 5,000 autistic children in Britain, only 1,000 are getting the kind of special education they need.

Autistic children are handicapped by receptive aphasia which means they have difficulty in interpreting the meaning of words and associating them with real objects.

# Boost for parents' school fight

Parents of boys attending the 185-year-old St Marylebone Grammar School in London on Monday won the first round of their bitter legal battle to keep the school in existence.

The Vice-Chancellor, Sir Robert Magary, ruled in the High Court that the parents' claim that the Inner London Education Authority had acted unlawfully in deciding to stop maintaining the school raised a serious question of law.

Whether or not the parents would be successful at the full trial of their action he could not say, said Sir Robert. But there was a real possibility of it being established that ILEA had been improperly influenced by the principle of comprehensive education.

Sir Robert granted three representatives of the school's parents' association a temporary order stopping ILEA implementing the proposal to close the school.

Sir Robert, in a reserved judgment after a five day hearing, said the school had a high reputation and was popular with parents and boys. There was no suggestion that the headmaster's description of the school as "outstanding" was not correct. The school was founded in 1792 and now had some 540 pupils. It was three-form entry and maintained by ILEA as a voluntary controlled school under the 1944 Education Act.

Sir Robert said that under ILEA's proposals, which had been approved by Education Secretary Mrs Shirley Williams, no pupils would be admitted for the academic year starting in September and the school would cease to exist in 1980-81.

"Educational policy is not for me," said Sir Robert, "and if the grammar school is looked at alone the proposals could hardly be said to be for the benefit of the school and the pupils; but matters have to be considered on a much wider basis."

The parents' desire was for the school to become what they described as a "mini-comprehensive". Last year ILEA had undertaken not to proceed with a proposed merger of the school with nearby St Mary's. Congress had the school after a High Court judge had ruled that the parents' association had a strongly arguable case that the merger proposal would be an improper exercise of ILEA's powers. That action had not proceeded to trial.

Sir Robert said that the parents' association claimed that ILEA was not empowered under the 1944 Education Act to provide only comprehensive secondary education.

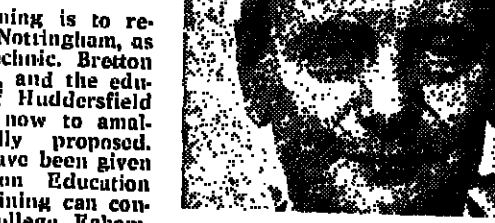
There was a serious issue to be decided as to whether the allocation of pupils to secondary schools for next September was now complete — which one being allocated to St Marylebone — the judge was satisfied that it would be possible for ILEA to adopt an ad-hoc selection procedure for the school.

# Record popularity for polys

Student applications to polytechnics have risen dramatically over the year with demand for places far in excess of supply, particularly in engineering, reaching a new record despite the increase in tuition fees.

Figures released this week by polytechnics, including Sheffield, Oxford, Preston, Portsmouth, Exton, Newcastle and Manchester, show that at some colleges between 50 and 50 per cent of the applications for next autumn are from overseas students and of the applications for next autumn are from overseas students.

The number of students at colleges to save, Mr Oakes said, has reached a new high level.



Gordon Oakes: crucial issues were location and in-service training.

you got on a list, it is hard to get off". He had been hopeful because it was Government policy to concentrate teacher training as far as possible on polytechnics which were more flexible than other institutions.

Mr John Williams, principal of Padgate College, said that while the north-west had more than 15 per cent of the school population, it had only 12 per cent of pupils in higher education. Warrington was classed as a new town. To close Padgate would mean that apart from Northampton not a single town would have an institution of higher education.

Dr Keith Hampson, MP, vice-chairman of the Conservative Party education committee, accused the Government of a botched-up job. The Government's responsibility will carry on without teacher education, Geography and the provision of in-service training had been given priority in deciding which colleges to save, Mr Oakes said.

Mr Frank Wright, principal of North Riding, is convinced that representation on these points was solely responsible for saving his school.

# Language link with selection

Selective schools are much better at modern languages than comprehensive schools, says Mr Raymond Baldwin, Manchester Grammar School chairman of governors, whose controversial assertions about the performance of selective and non-selective schools in GCE examinations were a feature of the recent Black Paper.

Mr Baldwin presented figures to the North West Parent Association meeting in a Stockport grammar school this week which suggested that grammar and secondary modern schools resulted in more than twice as many O level passes in foreign languages than comprehensive schools.

Mr Baldwin bases his claim on a statistic from the recent HMI report on modern languages teaching. This established comprehensives. This report said that in 1975 there was only one O level or GCE grade 1 pass in these schools for every 20 pupils in the fifth year.

"If this percentage is applied to the 435,000 children who left comprehensives in 1975 and one makes generous allowance for passes by PE students, it leaves about 10,000 passes for the maintained selective schools and independent schools."

He then made the assumption that the independent and direct grant schools accounted for 1.2 passes in modern languages for every hundred pupils attending selective schools. These were made up, he suggested, by 80 or more passes for every 100 in grammar schools and a few per cent in secondary modern and technical schools.

"These are broad estimates only, but it is hard to resist the conclusion from the HMI's figures that the performance of comprehensives in this field is far below that of the maintained selective system."

A survey of 120 direct grant and independent schools carried out by Mr Baldwin indicated that 40 per cent of the boys obtaining A-levels in modern languages came from these schools. The percentage from maintained schools had fallen disastrously, he said.

# New EEC deal for migrants

A new EEC directive on the education of migrant workers' children has been agreed by Council of Social Affairs in Luxembourg. It was the first directive to be passed on education.

It will assist the movement of workers and their families within the Community by improving facilities for migrant workers' children for those children in the language of the host country and in other problems of keeping their mother tongues and cultures.

The original draft directive, which was the subject of widespread discussion by interested bodies in the United Kingdom and a debate in both Houses of Parliament in June last year, has been substantially changed in response to views from the United Kingdom and other countries.

The Department of Education and Science said this week that the new directive took account of decentralised systems of education such as in the United Kingdom and of the effect of differences in the national circumstances and legal systems of member countries.

Lord Donaldson, Minister of State at the DES, who attended Tuesday's meeting of the Council, said in Luxembourg that a better deal for children of migrant workers would depend primarily on the goodwill and efforts of the teachers and the local education authority. He said: "We shall, however, do no service to the migrant parents if we go too far to subordinate his general educational development to the narrower aspects of the mother tongue and culture. Also we shall not assist his integration in a new adopt by creating undue distortions in the curriculum that may be inappropriate to the needs and expectations of the majority of children."

# PERSONAL COLUMN

John Rae  
**Change for the worst?**

almost unlimited scope for the exercise of that subtle art of adjusting the material to meet the demands of the market. But the distance between rhetoric and reality cannot be too great and is anyway only effective in so far as it is not discerned by the reader.

The origin or foundation of a school may seem to be the casual inquirer to be of no more than historical interest, but for over a century it has been an axiom of the public school world that antiquity confers a certain prestige and is therefore a desirable attribute. It is therefore (it is argued) that the universal snobbery that attributes virtues to families and institutions that can trace their origin to the distant past. Add to this the knowledge that the two most famous schools, Eton and Winchester, are medieval foundations, and the obsessed with antiquity is easily explained.

It matters little that the school was not actually started in the Middle Ages; the important thing is to convey the impression that it was. This can be achieved in a number of ways. Nowhere is the inventive skill more evident. These historical patches that preface each school's entry, which are in other parts of the work the author's individual genius. The art is that of creating apparent connections, of acquiring antiquity by association.

It is a poor headmaster who can not find in his locality spots ruin

pled with greater simplicity, as in: Founded by Bihelred the Unready in 876, re-constituted by Royal Charter, 1947. What parents, who is going to inquire into the history of the intervening years.

It may be thought that no other section could match this standard of imaginative creativity but for the connoisseur there are other delights to be found. In the description of school life and buildings there is a satisfying blend of tradition and modernity.

There is a danger for public schools to appear up to date while retaining the mystique of antiquity. Thus we find that the computer terminal is located in the mosaic kitchen and that the design centre has been opened by a diocesan bishop, thus conveniently robbing it of any ready overtones. This cunning fusion of old and new is sometimes given explicit expression: "The school aims to combine the best of the public school tradition with the best of modern educational thinking."

This ability to have the best of both worlds is also evident in the school's motto. The motto is to fit the mood of the time. The motto is a Christian foundation and all boys are required to attend worship in the chapel. It is all very well 10 years ago, but in these days of increasing overness pupils it may be more happily expressed as "The school has a long

# Tories call it a 'holocaust'

sharp reaction to Mrs Williams' announcement this week in the House of Commons about which training colleges would be closed from the chief Opposition spokesman on education, Mr John Stevens (Chelmsford) and Labour backbenchers who complained that the Opposition, while accepting that there was a need for a reduction in the places at training colleges, had never carried out the necessary work of re-orientation through the country at the autocratic manner in which some of the decisions had been reached, and that the morale of the teachers and of the students.

Mrs Williams reminded Mr Stevens that there were 5,000 teachers employed and that the number of children in schools would be 1.6 million between now and 1985. It was not proposed to train more than 10,000 young people for unemployment.

She added that the Minister of Education had gone to the trouble to see a deputation from the teachers' union. He was willing to make changes. He had

# Shakespeare and the Histories

For the next five weeks The Listener will be publishing the current series of BBC Radio 3 talks on Shakespeare and the Histories.

Part I is a stimulating discussion by Anthony Tuck of Lancaster University on the contrasting images of King Henry in Marlowe's Edward II and Shakespeare's Richard II, in the light of new research into their reigns.

Subjects of discussion in the series appearing in The Listener over the next few weeks will be the ambitious venture of staging the Henry VI plays in their time; the conflict of divine justice and secularisation in Shakespeare's works; Tudor hostility to Richard III; and historical, as against dramatic, truth.

Part I is in the 30 June issue on sale now. 25p

**The Listener**  
for people who want to know.



# Question: who wants to stay on at school?

Boys who hope to become teachers get dramatically lower A-level results than their classmates who have opted for Oxford and Cambridge. A survey published today shows that sixth-form boys tend, to a lesser extent, girls, who have set their sights on a teacher training college get considerably poorer examination results.

Three quarters of the sixth-formers who aspire to the Oxbridge prizes get more than 11 points in levels. A survey where a grade A equals 5 points, B equals 4, C is 3, D is 2 and E is 1. Only 3 per cent of boys and 6 per cent of girls who want to be teachers obtain 11 points or more. The median score for Oxbridge hopefuls is 11.8 for boys and 11.4 for girls. Post-exam test re-take median score was 9.3 for boys and 3.3 for girls.

These results are contained in a survey from Lancaster University on the attitudes of fifth and sixth-formers to school, work and higher education. Extensive extracts from the survey were first published in the TES in March last year. The new information on exam results is included in the final version of the survey's report which has been presented to the Department of Education and Science, the sponsor of the original research.

The DES commissioned the work two years ago from Alan Gordon and Gareth Williams of the university's Institute for Research and Development in Post-Compulsory Education when it became clear that the target of 640,000 places in universities and polytechnics by 1981 was not going to be met. The Government wanted to know why young people were not applying for higher education.

Interviews were arranged with 806 fifth-formers and 1,986 sixth-formers. Taking the fifth-form sample first, the researchers found that nearly two thirds of the boys and more than half the girls said they would leave school as soon as the school year ended.

Among the fifth-formers about a third of the boys and more than two thirds of the girls in a group who claimed never to have considered staying on beyond the minimum school leaving age. At the other extreme a third of the boys and more than two thirds of the girls had definitely decided to continue their full-time education, either at school or at college.

This left about a third of the boys and girls who may be considered susceptible to influence at or near the end of their compulsory education.

One in ten of the boys and 14 per cent of the girls were planning to continue their full-time education in further education after 16. When asked why they were transferring to another institution more than half said they wanted to study a course that was not available at school. Just over a third said they were fed up with school or resentful of certain aspects of their secondary school experience.

Ten per cent of the pupils had not entered for any CSE or GCE examinations and a further 40 per cent failed to obtain any GCE or CSE grade 1 passes. Examination passes are closely related to school success but there are some important discrepancies. One in 10 of the boys and nearly a quarter of the girls who achieved five or more passes at GCE (Grades A, B, C) or CSE Grade 1 intended leaving school at the end of the fifth year and going out to work.

Fifth-formers who intended leaving school but continuing their studies full-time at a further education or technical college, did much less well in their examinations than those staying on at school. Although only 11 per cent of the sample planned to do this (89 pupils) over 80 per cent of those passed four or fewer subjects at GCE or CSE Grade 1. In fact about a third gained no passes at this level at all.

Pupils who said they were going out to work after the fifth year were asked when they had decided against staying on in full-time education.



Yes—a third  
No—a third  
Don't know—a third

Stephen Cohen reports on a survey of what pupils think about education



Nearly one-third of the boy leavers and 41 per cent of the girls gave their desire for money, either for themselves or to help their families as the main reason for leaving school for work. However, the most frequently mentioned reason for leaving school after the fifth year was that the pupils were bored.

Fifteen per cent of leavers felt they were not good enough at school/work to carry on with their full-time education and 14 per cent considered that they had enough education for their needs.

Previous studies have shown a strong relationship between a pupil's propensity to continue his studies beyond the minimum school-leaving age and his or her home environment. This study confirmed that these influences continue to operate; the higher the social-economic status of a child's father the more likely is the child to expect to stay at school.

Over a quarter of fifth formers said they would have left school at the end of the fourth year if they had been allowed to do so. A third maintained that their fifth form experiences had put them off continuing their education.

Comparatively few pupils, however, felt they had been treated like a child at school, 59 per cent opting for the statement "I have been treated like an adult at school this last year". Over three quarters said they had got on well with most of their teachers during their fifth year in school.

Four out of every 10 fifth-formers felt they ought to leave school at 16 to start paying for their keep at home. This feeling was strongest among those fifth-form leavers who had never considered the option of carrying on at 16. Nearly one in five of all boys and a quarter of all girls maintained that their parents needed their money.

Those pupils leaving school for work after the fifth form were asked whether they had heard of the discretionary awards that local education authorities can make to help a young person stay on after 16. Just over a half of the leavers said they had.

Just under a third of all leavers said they would have considered staying on at school or college if a grant had been available. When asked the level of grant that would make them decide to stay on, half of the possible leavers gave an average of £10 or less (worth about £14 at 1977 prices).

This would suggest that recent proposals for grants for staying on in education could have some impact in reducing the number of early leavers by persuading young people to stay on in school rather than join the dole.

The sixth-form survey showed that 64 per cent of the boys and 68 per cent of the girls hoped to go on to higher education straight from school or college. One in 10 wanted a break between school and higher education and 12 per cent planned taking a job from school that involved doing some part-time education.

Pupils studying for their A levels in further education were asked why they had chosen to continue their full-time education in this way. For a substantial number of boys and girls it was because their schools did not do A levels or did not offer them in the subjects the pupils wanted to study. However a larger number, especially among the girls, were dissatisfied with school for other reasons including a third who felt they would be treated like an adult at college and a further 19 per cent who wanted a co-educational environment.

The most common number of A level subjects being taken was three with 57 per cent of boys and 53 per cent of girls taking this number. On average boys took rather more subjects than girls.

Pupils from direct grant schools were considerably more likely than others to obtain good passes in their A-level examinations. More than 50 per cent of candidates from comprehensive schools obtained an A-level score that would not normally qualify them for entry to university.

Employment of the subject was by far the most frequent reason given for selecting a particular subject at A level. However the sciences (including economics) were less likely to be taken for reasons of enjoyment and more likely to be taken because they are felt to be "useful" or a "job". In addition pupils studying sciences did not feel they were particularly good at the subject in comparison with pupils studying other subjects. In spite of this, pupils who took sciences at A level obtained an average higher pass-mark than those who took non-science subjects.

The 17 per cent of boys and 15 per cent of girls not intending to enter full-time higher education straight from school or college were asked why not. The fact that a place in higher education could be obtained from many parts of the country that was not mentioned by more than a quarter of the respondents. Boys were more likely to be attracted by the reputation of the institution.

The appropriateness of the course, the reputation of the institution and its geographical situation were also mentioned by more than a quarter of the respondents. Boys were more likely to be attracted by the reputation of the institution.

and girls by the fact that the most appropriate course was being offered. There were substantial differences in the level of performance of aspirants to the different categories of higher education. Boys were overwhelmingly the first preference of those who subsequently do well at A level. Aspirants for the other universities were some way behind with those favouring old civic universities leading the field. Polytechnics and other further education colleges were the first preference largely of those who subsequently do best at A level and the performance of those who chose the colleges of education was poor indeed.

The majority of 18-year-olds had a part-time career in mind. 52 per cent had definitely decided what they would like to do and 67 per cent probably. Girls were more likely than boys to have a firm idea of what they wanted to do. The fact that four-fifths of young people interviewed were able to express a fairly clear idea of what they wanted to do casts some doubt on the widespread belief that numbers drift into higher education through inertia.

Girls, on average, had lower career aspirations than boys, although there was evidence to suggest that sixth-formers in comprehensive or secondary modern schools or further education colleges have less access to direct grant, independent and grammar schools.

Half the boys and more than half the girls felt they had not had enough help, advice and information in deciding what to do at A levels. Again, while this is high, it is what less than one would expect from research on this subject.

More than half the sample include in the survey sixth-formers and college of further education students to quantify in some way their benefits, in terms of higher salaries later from carrying on with full-time education after A levels. The table compares the expected earnings at age 26 of both the boys and 18-year-olds.

Table with 2 columns: Category, Earnings at age 26. Rows include 18-year-old leavers, 18-year-old part-time study, 18-year-old temporary employment, 16-year-old probable leavers, 16-year-old further education, 16-year-olds going to part-time further education, 16-year-old leavers.

The anticipated earnings at 26 show an interesting pattern and confirm fairly closely the predictions of the hypothesis that those expecting to stay on at school after 16 will do so to receive financial rewards from doing. The highest earnings are anticipated by those 18-year-olds who expect to go on to higher education.

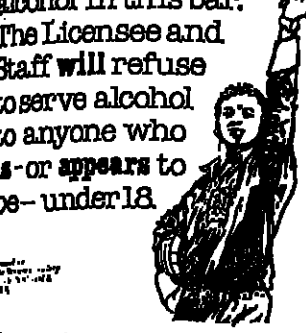
The report concludes that about one-third of all pupils who leave school after the fifth form could be persuaded to stay on and go on to higher education afterwards. It does not say what criteria should be offered since research was only to find out young people's attitudes.

However, many fifth formers said they would have thought about staying on if a grant was paid to them in the sixth form. It is here that the main potential loss of talent occurs; most sixth-formers do go on to higher education.

It is also clear that the prospect of higher salaries after a major influence on polytechnic course is, in the opinion of many young people, a deciding factor to do with their lives.

## THE UNDER 18 RULE

The law says that people Under 18 must not drink or purchase alcohol in this bar. The licensee and staff will refuse to serve alcohol to anyone who is or appears to be under 18.



## Looking teenage drinkers with yellow tickets

18-year-olds who venture into pubs and clubs will be presented with a yellow card similar to the one issued to school children and young people.

Earlier this year the Brewers' Society devised a project for secondary schools on the dangers of alcohol abuse. Based on a teenage comic called "It's Your Round", it is accompanied by teachers' notes.

More than 180,000 cards have been ordered by British breweries for the country's 73,000 pubs, and licences are also being sent a four-page leaflet on the law as it affects children and young people.

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# Educational broadcasting of 'tiny benefit'

by Carolyn O'Grady

The Annan Committee received no evidence that educational broadcasting had achieved any definite results anywhere in the world, said Antony Jay, freelance producer and member of the Annan Committee, at the later Naves '77 conference last week.

He personally believed, he said, that educational broadcasting did produce educational benefits, but that they were tiny in proportion to the money spent. Though there was still a role for educational broadcasting at local level and for very topical subjects "video recordings and videotaping will eventually shift the emphasis away from on-air to off-air broadcasting".

He should not think in terms of broadcasting but of videotape, which most teachers wanted to use

And we should make sure that it is available in the way teachers want it, where they want it and how they want it. Instead of offering at what broadcasting had to offer educators we should be asking what teachers wanted from audio-visual aids.

Phrasing the question in this way "revealed that there was a deep incompatibility between audio-visual aids and broadcasting".

Broadcasts, he said, were sent out at fixed times, which meant that teachers had to arrange classes round them unless the programmes were videotaped, in which case a videorecorder distribution service would do just as well. Broadcasts could only be repeated a few times, when most teachers wanted to use

material over and over again. Again, of course, the programmes could be videotaped.

Broadcasting was mainly organized on a national basis which meant that local material could rarely be included. The teacher could not stop and start broadcasts material to put in his own material or for a discussion. He could not play programmes over and over again to familiarize himself with them before showing them to a class.

Economically it was difficult to make very short programmes, though three or 10 minutes was often an ideal length for classroom use. Copyright problems were less ticklish with audio books, records and videotapes which

could be bought once and for all then used for broadcast material. It was difficult to compile an integrated catalogue of broadcast material which could be used by the teacher.

Finally, he said broadcasting was essentially for entertainment. For economic reasons "even education producers wanted as many people as possible to see their programmes". Broadcasting could rarely cater for the specialisms of education.

Educational material, he said, was often of very narrow interest, had to sacrifice humour to clarity and had to include a great deal of repetition, characteristics which were not compatible with broadcasting.

## Integration? Yes, but cautiously

The Government did not want to enforce integration of Catholic and Protestant education in Ulster against people's wishes, Lord Melchett, Minister of State for Northern Ireland, told the House of Lords last week.

Lord Melchett, who was speaking during the second reading debate on Lord Dunleath's Education (Northern Ireland) Bill, emphasized, however, that it was Government policy to encourage integrated education in Ulster.

He spelled out some reservations to the Bill but Lord Dunleath refused to withdraw it and it received its second reading. It is, however, unlikely to make much progress this session, especially if it ever reaches the Commons.

Lord Melchett said the Government had to consider the genuine desires of the people and of individual parents. Given the attitude of the Roman Catholic church, any attempt to force integrated education in Northern Ireland could only be counter-productive.

He acknowledged that all those in Northern Ireland who favoured integrated education since it was the immediate answer to all their problems but as an inevitably gradual but important means of bring-

ing the two communities closer together.

It was a fact that the Roman Catholic church in Northern Ireland wanted Catholic children to be educated in Catholic schools; the three main Protestant Churches were not opposed to integrated schools as such, but were concerned that schools should not be secular and that the teaching of religion should be an integral part of education.

All the surveys of public attitudes that were available, showed a large majority in favour of integrated education. On the other hand, many parents undoubtedly wanted their children to be brought up in either a Protestant or Roman Catholic culture.

The Roman Catholic hierarchy were not in favour of a conference on integration and would be highly unlikely to take part in one. If there was to be progress—and he hoped there would be—it would be achieved only by facing the facts and by adopting a strategy that showed some promise of practical results.

The Government's strategy was based on two beliefs. The first was that it was not for the Government to seek to impose integration. The second was that the Government

should not stand in the way where there was a wish for integrated schooling, either of an individual family or within a community. Not standing in the way meant ensuring as far as possible there were no obstacles, either within current legislation or administrative practice.

He had announced the setting up of a small independent working party to take a completely new look at the way schools should be managed in Northern Ireland. The working party would be chaired by a Pro-Vice-Chancellor of Queen's University and had as its members the chairman of one of the education and library boards, the chief officer of another board, the professor of educational studies at Queen's, and a leader writer on the Belfast Telegraph.

The working party would need to give thought to the management arrangements for any sixth-form colleges which might be created in Northern Ireland as part of a new comprehensive system. He was greatly encouraged by the fact that none of the interests he had consulted had ruled out in principle the idea of an integrated sixth-form college in appropriate cases.

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should not stand in the way where there was a wish for integrated schooling, either of an individual family or within a community. Not standing in the way meant ensuring as far as possible there were no obstacles, either within current legislation or administrative practice.

## Thumbs down to core school cert

Even if there is to be a single common core curriculum it should not be accompanied by a single, group certificate exam, says the Manchester-based Joint Matriculation GCE examination board.

The idea for a certificate for 16-year-olds like the old Higher School Certificate and covering English, maths, a foreign language and Debate, arose during the Great Debate. It would not be in the best interest of pupils or schools, the JMB said this week in a statement sent to the Department of Education and Science.

With the great majority of secondary pupils now taking some form of public exam, it was difficult to see at what level such a group certificate should be pitched, or the effect it would have on those not of the required all-round ability. Such a certificate would greatly affect the whole school curriculum.

The board estimates that such a core would take up 70 to 80 per cent of the curriculum. "How would this affect the teaching of other languages, history, geography, the social sciences, the classics, aesthetic subjects and handicrafts?" it asks.

Alan Wood

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## College principals press for decision on CEE

A quick decision in favour of the Certificate of Extended Education is vital to the future of sixth forms in comprehensive schools, the principals of sixth-form colleges have told the DES.

A note from the Association of Principals of Sixth Form Colleges to the minister was released this week. It said the association were unanimous that only the CEE could meet the needs of the "new" level sixth form.

"The future of open access sixth-form colleges is dependent on a quick realisation of the CEE," the principals say. "All alternatives are less worthwhile than the CEE."

They claim to have "a great deal of evidence" showing that the CEE is in great demand. Thirty per cent of next year sixth formers wanted courses of this type. They query the figure of 40,000 likely candidates suggested in the Schools Council's original submission on the CEE. The principals say this is more likely to be 75,000 candidates if the CEE is officially approved.

"In the colleges which have the longest experience of CEE courses some 50 to 60 per cent of first year students study one or more CEE subjects. We have ample evidence from many parts of the country that the CEE is the most popular of the DES's delayed acceptance."

Though it was unreasonable of the DES to demand, as it had, convincing evidence of the basic value of the CEE on the basis of the pilot trials alone, there was some demand from parents and students was strong and growing and there was evidence of employers, especially local employers, giving credit to the CEE. Some were favourably impressed by the importance the pupils themselves attached to CEE work.

The Certificate had significant advantages for the new sixth form over the old. It was a 2 to 4 year course, continued teaching and assessment techniques were used to; and was flexible enough to recognise late developments. Though it contained some vocational elements along with basic

numerical and literary skills, it did not push the uncommitted to measure training.

To the Secretary of State's view that not enough account had been taken of the relationship between CEE and the common system of schooling at 16 plus and the proposals, the principals say: "We are quite frankly amazed at the lack of real understanding of the group of students for whom CEE is intended."

N syllabuses were beyond the capabilities of most courses were frustrating and quite inappropriate. "It is our unanimous view that the joint 16-plus press students, not only the CEE, but also the CEE proposals. An ongoing course of this type can do this with full educational value."

"If CEE is not nationally available, and soon, a severe loss will be done to a large number of students in open access sixth form colleges. In our view, however, imaginative courses and totally appropriate O levels."







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1978 Outdoor Studies Leadership and Geography for the Young School Leader. For further details of these and other courses send n.p.s. to Peter Townsend, Principal, Losehill Hall, Peak National Park Study Centre, Castleton, Derbyshire S20 2WB, Gillingham NE5.

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Sunderland Polytechnic

# Sunderland Polytechnic

## West Germany Cooperative school plans have a hostile reception

by David Dungworth

A particularly bitter controversy over comprehensive education has emerged in the past six months in part of Germany, a country where that form of education has never had an easy ride.

At the end of last year the SPD and FDP parties in the North Rhine Westphalia parliament, with the tacit approval of the coalition government, published their plans to reform the 11 to 15 age range of secondary schooling. Their plans envisaged school centres, which would include the three existing separate types of secondary school: the Hauptschule (secondary modern), Realschule (intermediate) and Gymnasium (grammar school).

Local education authorities covering areas with more than 10,000 inhabitants would be allowed to set up such "cooperative schools". The first two years will consist of common "orientation stage", with pupils then placed according to their ability in the secondary modern, intermediate or grammar stream, all of which will be under the same roof.

Significantly, the state ministry of education would in future finance building new secondary schools only if they were organized on the cooperative principle.

The coalition partners had expected the CDU opposition in the Landtag to fight their proposals, but were caught off guard by a spontaneous anti-cooperative wave of protest from the Philologenverband (the association of grammar school teachers), the Deutscher Lehrerverband (most of whose members are staff in secondary modern and intermediate schools) and various parents' organizations from local up to Land level.

Parents, teachers and Christian Democrats held demonstrations in major cities, including the Federal capital, Bonn. These turned out to be some of the largest ever over educational issues in North Rhine Westphalia.

The protesters have a long list of objections. They say the cooperative schools are yet another example of the numerous educational experiments investigated by the socialists in recent years, inspired mainly by ideological rather than pedagogical considerations. Their introduction will mean the creation of a completely new type of secondary school which has no counterpart in any of the other Länder.

Parents who have previously had the right to choose the secondary school for their children in consultation with primary school teachers, fear that the decision will now be taken at the end of the orientation stage and only by teachers.

Private university lawyers consulted by the CDU are convinced that the introduction of the cooperative schools would be unconstitutional, a view subsequently confirmed in a report by the legal department of the Bundestag.

Articles 10-12 of North Rhine Westphalia's constitution lay down the provision of different forms of secondary school for children of varying ability. The proposal to fuse local authorities the choice of setting up the new school-centres or retaining the tripartite system is also unconstitutional, because it takes secondary schooling outside the direct control of the state parliament, says the report.

It also says that this freedom of choice would mean that the kind of secondary school available would vary from one area to another depending on which political party happened to be in control.

Critics of the cooperative school see it as a back door attempt to replace the traditional types of school with what West Germans call "integrated comprehensives"—in flagrant breach of Minister-President Herr Heinz Kühn's earlier promises that the latter would be limited to the 25 existing experimental schools. Constitutionally such a changeover would require a two-thirds majority in the Landtag. The SPD have 91 seats, the FDP 14 and the CDU 95.

A counter offensive, supported by West Germany's TÜG and the teachers' union, the Gewerkschaft Erziehung und Wissenschaft, is being conducted by the SPD and FDP through press advertising campaigns and pamphlets. North Rhine Westphalia's education minister, Herr Jürgen Giergens, maintains that it offers not only greater equality of opportunity for pupils, but is also the only alternative to shutting down many country schools as a result of the falling birthrate.

The opponents of the Bill have succeeded in postponing its second and third readings until the autumn, and so it will not be implemented before August, 1978 at the earliest. They have also gained some minor concessions over the size of the new schools and parental rights over streaming, but they have so far failed to persuade the SPD and FDP to drop the whole idea.

Two main lines of action still remain open. The CDU could try to block the reforms once they have reached the statute book by having them declared unconstitutional by the State Constitutional Court in Münster.

Or they could organize a people's protest against the controversial legislation. This would require the signatures of 20 per cent of the electorate—about 2.4 million voters—only half the total polled by the CDU in the last state elections in 1975.

Should the coalition still refuse to withdraw the reforms, the state government would have 10 weeks in which to call a referendum of all North Rhine Westphalia's voters.

## Italy Reform pledged by Christian Democrats

from Dalbert Hollenstein

School and university reform played an important part in the last month's talks between the governing Christian Democratic Party and the opposition parties (including the Communist Party) which have kept the minority government in office since the last year by not voting against a crucial issue.

The aim of the talks has been to work out a programme acceptable to both the Christian Democrats and the other political parties, especially the powerful Italian Communist Party. Essentially the agreement will increase the number of universities within the government, but will not see a direct communist representation in the cabinet.

The Christian Democrats undertook to modify their national policies in five key areas: strict and rational selection of university students; a new system of maintaining the British Embassy in London; the Council's work cannot be measured on a cash till.

The new headquarters came from the council in London. From his previous job as a division controller, he watched the development of a new division, whether it would have gone ahead or not. He had been proposed for the last two years. Back in the cultural interests, designed to place when European negotiations were developing very well, he says. But he stresses that the council's work cannot be measured on a cash till.

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## Aimez-vous Great Britain?

Paul Webster, recently in Paris, looks at the British Council and the British Institute

the champagne corks popped on the opening of the new headquarters of the British Council and the British Institute. In October, there was widespread approval about whether the council had been wise to spend £700,000 on what was essentially a prestige project.

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## Bureaucracy is always a danger in any large organisation

from Michael Tross

Academic interchanges have included the visit of a Cambridge specialist in astrophysics to the University of Professor Raymond Williams, author of Culture and Society, to lecture on drama at the Ecole Normale Supérieure.

Academic Links is far more flexible. There is one central fund for all Europe, but last year France got the biggest slice—£15,600. Since 1972, 256 links have been funded, though not all have proved successful.

The money was made available as part of the Rippon package when Britain was going to join the EEC. It is paid purely on a "pump and prime" basis and covers the cost of a maximum of two voyages in either direction, and subsistence allowances where it is necessary.

After that the schools or colleges are expected to pay themselves. "With the obvious exception of Oxford and the Sorbonne, there was no real knowledge of what was happening in each other's universities," says Miss Wane. "No one could tell you in Marseilles what was going on in Birmingham. British links tended to be with the English speaking world and the French were more culturally self-sufficient."

As well as the interchange and the Links schemes, there is provision in the education budget for 11 one-year scholarships. A French learning student is at Oxford, learning about schools of thought not dealt with in France, for example.

There are separate grants for science and technology. This department has a fixed budget of £25,000 a year which has been maintained since 1972. Last year was split between 270 scientists and medicals.

The money can be used for either nationality but in practice most is spent on encouraging French experts to visit Britain. The only chance the British get to profit from the fund is when they come to France for seminars on specific subjects.

The council is anxious to make sure that the French provinces do not get ignored. Although 60 per cent of the top scientists and technicians are thought to live in Paris, the provinces were given 73 per cent of the science and technology bursaries, and 63 per cent of the visitors' grants.

But what about the dangers of bureaucracy? "It is always a danger in any large organisation," says Mr Auty. "But I think what saves us from the worst sin is that our organization is principally concerned with public relations. We get face-to-face contact with specialists all the time who know their stuff. Our bread and butter is working with people who know what they are doing and know exactly what they want."

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## Report says large schools are more likely to be vandalized

from Michael Tross

Large schools are more likely to be heavily vandalized than those with fewer pupils, according to a report on vandalism compiled for the Ottawa Board of Education (OBE). Institutions with more than 1,000 students averaged well above \$6,500 in property damage during the 1975-76 academic year. Schools with under 1,000 pupils suffered an average of \$5,300 in vandalism-related losses.

The OBE, which has administrative control of 45,000 students, and which paid over \$200,000 to repair vandalism damage in 1975-76, was also hit by an 80 per cent of book thefts were eliminated within a year after the installation of security systems at library exits.

The report recommended that students be allowed unrestricted access to photo-copying machines in as many libraries as possible since it was found, perhaps not surprisingly, that placement of books and magazines is generally related to class projects. Overall, \$75,000 worth of books are stolen each year in Ottawa's schools.

The report notes that while 84 publicly maintained schools, many older institutions need to be inspected in conjunction with crime prevention experts.

The Ottawa Police Department felt that patrols could be beneficial in certain cases, but that, in many situations, it "becomes a game to defeat the authorities, creating a problem where none existed before."

The report recommended that schools encourage responsible outside groups to use the premises on weekends and during holidays; that principals try to persuade neighbouring police to call the police if anything suspicious was seen; that pupils be involved as much as possible with the day-to-day running of the school; and that records be kept on all school vandals.

Window breakage, the study went on, presently the most common form of vandalism and comprising 40 per cent of the reported damages, had been slowed by the increasing use of a transparent, plastic, glass-like material; however, pupils had discovered that this type of glass could easily be permanently scratched.

The authors were less than optimistic on the subjects of vandalism and police patrols. The report mentioned an intensive effort in Los Angeles which attempted to force all school vandals to pay for their damages. The programme was deemed a failure as only 10 per cent of the estimated total were ever caught, and of those only one in five ever repaid any money to the school system.

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LETTERS

Film: it's far too easy for teachers

Sir,—How I agree with Mr Jenkinson's letter—"Films are to see" (June 17). In my experience it is all too usual for pupils to sit writing notes when they should be watching and listening—this being a course of action that rather defeats the purpose of visual education. The pupils would gain more by reading the sound script alone.

Why then do supposedly intelligent persons adopt this use of film media for their teaching? The reason is simple—it is easier: no lesson to prepare; no material to teach; no constructive homework to set. Some educational film producers do include a set of teaching notes for some of their films (for example, Unilever) but these are not always of practical value, since they do not allow for teacher interpretation—especially where the film is used for different age ranges and varying abilities.

The answer, of course, is that the number of staff must preview the film at least twice. It must be the one to make notes and from these produce his own teaching material. Teachers require greater education in the use of audio-visual material—perhaps Mr Jenkinson's organization could consider organizing courses or arranging for a representative to visit schools to demonstrate how Shell sees the use of its material, the main message to impart being the supportive nature of films—used to reinforce new ideas and stimulate discussion and not used as the basic ration.

There is little doubt that the experience described by Mr Jenkinson is the rule rather than the exception and should be deeply regretted since it has a spin-off effect on those of us trying to use film media for constructive learning.

NICHOLAS W. BAILEY, Head of environmental studies, Okehampton School and Community College, Mill Road, Okehampton.

Creative writing? It's appalling

Sir,—Put down any peevishness you detect in this letter to the fact that I write straight from marking 480 CSE Creative Writing scripts. The exercise is calculated to leave anybody feeling peevish—and utterly bewildered at the same time. How—the astonished examiner asks himself—can any school concerned about its reputation, submit for open examination so many candidates who have not been properly prepared for such a test? In more than 25 per cent of the scripts the standard of English is so bad that, quite apart from meriting some sort of educational certificate, it ought to be the

subject of alarmed and confidential discussion between the candidates themselves and the teaching staff of their respective English departments. I do not mean that these Creative Writing scripts are poor: I mean that they are quite appalling. Many of the candidates have no idea of what is expected from them. Their work shows no attempt at planning or construction; the sentences do not hold together grammatically; the language used is inappropriate, casual and vague. Scripts—in their scores—are so badly spelt and punctuated as to be almost incompre-

hensible. Now I know the arguments against the teaching of spelling: but when they result in manuscripts which look like writing in a foreign language, the argument (or the examiners) break down altogether. I am not talking about difficult or abstruse words; I am talking about words with which the candidates have been familiar since babyhood; words like "any" (any), "next" (nexted), "stop" (stoppe), "busy" (bizz), "died" (dloed). KEVIN MACCARROLL, 45 Upper Abbey Road, Brighton, Sussex.

'Wild' statement on under-fives

Sir,—Mrs Locke is reported (June 10) as having told the NAHT conference: "Walk into many reception classes in this country, and what do you find? Children with none or often very limited speech, because no one ever talks to them... children unable to eat solid food because they had been fed on baby foods... children who could not walk because they had been kept in cots."

Could Mrs Locke back up this statement with evidence? Recent studies in various parts of Britain have all found about 5 per cent of five-year-olds speak so poorly that they are unable to make themselves understood by strangers, and about 1 per cent (overlapping with those) are using incomplete sentences.

These figures include retarded children and those with hearing loss, and there is little evidence that lack of stimulation is a major contributory factor. As for inability to walk at age five, this handicap is found only in association with gross brain damage or physical damage. Even if a child were kept in a cot, he would learn to walk round the cot.

Wild statements such as Mrs Locke's do no service to children, parents or teachers. BARBARA TIZARD, Thomas Coram Research Unit, 41 Brunswick Square, London WC1.



"I wonder what he does in real life?"

Gone West, young man?

Sir,—Your issue of June 17 carried an Aristides item ("Locks and lincies") describing the experiences of George Phipson, head of mathematics at Woodberry Down School, London, who swapped jobs with a head of mathematics in a Bristol school for a week. He summed it up by saying: "I felt less tired at the end of a day in Bristol than at break in London." It can hardly be coincidence that this issue also carried an advertise-

ment requiring, as soon as possible, a head of the mathematics department at Woodberry Down School. Had Mr Phipson's headmaster considered what happened in the Garden of Eden once Adam tasted the forbidden fruit, he might have actively discouraged the swap in the first place. CHRISTOPHER J. COX, Head of mathematics (no swap), Huish Episcopal School, Langport, Somerset.

Let parents buy the pencil

Sir,—The news tells of plans to express pious indignation at the issue of black students being encouraged to enter professional training, particularly teaching? Twenty years ago I spent years in Australia—living and taught in state schools in the try where so much was being granted. I was truly amazed at quite extreme pride of the Anglo people for their free education. They were not anything approaching this approach in this country. I am speaking of the parents—not the teachers. But of what did this free education consist? A building, and a guiding educational staff. Not a penny of public money spent on books, stationery, facilities and equipment, pencils, subsidised school meals or indeed any of the aids that take for granted.

Each child provided his own and even the poorest parents provided the poorest of education. It is worth the sacrifice, the equipment and additional help were financed and even the parent teacher association. My return to this country was a great relief, and I was excited at the contrast. I recall doing a mathematical exercise on the assumption of one child in each class last year. We closed the class, then the school, the town, and finally the country. And it is a reasonable assumption.

My heart goes out to the shire teachers and indeed those involved in this process. It is unbalanced and a very real possibility of a total collapse of our education system. Fewer staff, fewer extras like remedial facilities, other essentials. Why can we not learn from Australia and talk about obtaining positions compatible with their own qualifications and experience without being labelled as second-class teachers who only got in because they are black. Moreover, her implication that the on for her school having difficulty in getting black teachers is because most aspiring blacks cannot manage to pass O level English is

LETTERS

Black is special . . .

—May I be allowed a fairly brief retort on the necessarily contentious issue of black students being encouraged to enter professional training, particularly teaching? Mr Sargent (Letters, June 17) expresses pious indignation at the very thought of a special category of entrant. We already have this, whether historically through the emergency training scheme after 1945, or as now in the case of mature students and others who do not fully qualify in terms of minimum entry standards.

The reason for this is clear. It is about very much more than "academic excellence" (if that is what O and A levels are meant to represent). Colleges and universities are not using the special entry option to the degree of, could or, in my opinion, the fear of lowered academic standards is a perfectly legitimate concern, but there is not, nor should be, a fixed notion that the academic quality of teachers is determined simply at the point of entry. After all, we are concerned in this correspondence with the qualifications of higher education. The central task is that of providing a high quality education for every child in each class last year.

. . . or a second-class label?

Margaret Madon's patronizing letter (June 3) in which she "now understands why blacks fail" will, taken seriously, do much harm in inspiring blacks in their fight for equality of opportunity. As a black teacher I am amazed to see suggestions that ambitious black entrants in colleges of education. Many black teachers already find it difficult obtaining positions compatible with their own qualifications and experience without being labelled as second-class teachers who only got in because they are black. Moreover, her implication that the on for her school having difficulty in getting black teachers is because most aspiring blacks cannot manage to pass O level English is

another example of the kind of type-casting that blacks, in general, have to fight against. As a head teacher, she should know that underachievement is often related to low expectations by the teacher. This is particularly true with black pupils. Another reason why many blacks fail is the lack of equal opportunity before and after qualifying. Maybe if more equally and parents were presented with their own children, more young and equally suitably qualified blacks to enter the profession as well as keep those already in.

KEN HUNTE, Head of Science, Colwynwood School for Girls, York Grove, Queen's Road, London SE15.

Gospel according to Aristides

Sir,—The anonymous writer of the article on the Schools Council project: Music in the Secondary School Curriculum (Aristides, June 17) who described me as "one of the project's most enthusiastic pilot persons" seems to be falling into the same trap of many another "media person" in reducing, oversimplifying and labelling. Accordingly, the necessarily short piece of my music teaching seen in Thames Television's Our School and Hard Times was seen by him/her as a "public manifestation" of "the sort of gospel the project preaches".

While very much in sympathy with the project's music-for-all philosophy, I interpret this, and have done so for the past year, far more widely than the music in that film might suggest. To me "creative music" answers one need in the classroom (and the techniques I developed to answer that need, as happened long before the project's inception) but my teaching has always embraced a wide range of musical activities than this—folk groups, the performance of a Britten Concerto and so on—all in response to different needs, in my pupils and in myself.

What finally matters is the work of individual teachers in their classrooms. If the project has helped the dissemination of ideas, so much the better, but a great deal has been happening in the teaching of music which has nothing to do with any organized methodology. Your contributor's choice of language—"gospel", "marginalized paradigm" in describing the project and its members hardly gives individual teachers credit for any innovation or autonomy at all. PAULINE ADAMS, Head of music, The Archbishop Michael Raussey School, Farnham Road, London SE5.

Handicaps of 'colour blind'

Sir,—It is undoubtedly true that a great many children are under-achieving at school for purely physical reasons—poor hearing or visual acuity, for example—and that often the physical basis for such under-achievement is undiscovered until it is too late either to correct the deficit or make good the educational loss. There is, however, one visual defect which is much more common than long-sightedness or squinting among children, and that is Daltonism (usually but incorrectly called colourblindness). Daltonic children are handicapped at school far more than most people realize, and although Daltonism is very easily diagnosed by those with specialist knowledge it is much less obvious to a teacher in a classroom than other visual defects. BARRY GRAY, 126 Lassdair Drive, Rusham, Kent.

Facts behind forecasts, please

Sir,—In your issue of June 10, Auriel Stevens and Philip Vennings report interestingly on the problems caused by the falling birth rate. They state, presumably on the authority of the DES, that the DES is planning to issue a report on higher education numbers to be published this summer.

This is good news for all those interested in the future of higher education. It will be even better news if the DES publishes in full the basis on which it makes its calculations.

Your article suggests that the DES will predict an increase in the staying on rate and that this information was not available to the Conference of University Administrators group. The DES was, however, kind enough

Calm before integration storm

Sir,—The 1976 law on the schooling of handicapped children stands upon democratically deliberated legs. (After a two and a half hour comprehensive debate in the Commons on July 1, 1976, Jack Ashley withdrew a motion on integration; four months later, a few members of the unrepresentative House of Lords effectively changed the law in less than an hour—with no vote.) All the more important that we strive to keep our sense of balance. Many teachers would prefer your headline on another page "Calm, no confrontation" to the unsuitable "Boos and cheers greet Warnock report hints" (June 10). Then we might reflect on the very situation in which comments are made upon a report not yet published dealing with part of an Act which has yet to come into operation.

How refreshing to find one person, Mr James Loring, director of the Spastics Society, speaking of what is to the advantage of the handicapped child. Holding on to that idea firmly, we should have no truck with such a nebulous term as "current thinking" and the problem of semantics in "handicapped children should be integrated wherever possible into ordinary schools". Your reporter then wrote: "These views have been supported by the Government." The Government spokesman in the Lords

(Baroness Stedman) on October 7, 1976, said: "I am sure it will be wrong to make such an important change in isolation from other reforms of the provisions of the 1944 Act dealing with special education." She asked that the amendment be withdrawn. The sponsor refused. We must now look forward to a fair and sensible implementation of Section 10 of the Education Act 1976. While consultations to this end are taking place, it is to be hoped that there will be no precipitate and pre-emptive change in policy by educational administrators regarding the balance of allocation of resources to ordinary schools and to special schools or the school placing of any handicapped child.

Referring to the last paragraph of your report, from time to time a student makes the discovery that one of the points about learning is that what one "had always thought" is not necessarily so. To quote from Towards Integration—"A study of blind and partially sighted children in ordinary schools (National Foundation for Educational Research): "At the beginning of this study we had not bargained on the full complexity of the issues we were to encounter in its course." RICHARD LUDINGTON, Deputy Head, John Aird School for partially sighted children, Cobbold Road, London, W12.

State of schools cycling

Sir,—You carried an article (£30,000 may be wheeled in to boost cycling", June 16) which reads as if it were an interview with me. This is definitely not the case and, furthermore, the article contained incorrect and misleading information.

It is simply not true that £30,000 has been offered to the English Schools Cycling Association—and there is no anonymous benefactor as stated. I only wish there were. There is such a demand for organized cycling among the pupils of our schools that we could usefully spend much more than this.

It is true that I have been exploring ways of expanding cycling activities within schools. Towards this end I have contacted several potential sponsors and have commenced preliminary negotiations with the cycle industry, cycle retailers and the British Cycling Bureau. All of the ideas I have had and which were discussed at the recent ESCA executive committee meeting, are at such an early stage in planning that it was an act of gross irreponsibility on the part of

your informant to submit any article describing them as fact. The ESCA has no yet decided what it would do with any finance which might result from any negotiations. The idea of organizing a nationwide competition for novice riders was an idea of mine and it has yet to be discussed by the executive, let alone be accepted by any possible sponsor.

It was not responsible for the article you printed. The author of a document which I circulated for discussion at a recent executive committee meeting. He quite obviously did not attend this meeting and is ill-informed as to cycling activities in schools. Nevertheless there is interest in our aims among cycle traders and manufacturers. The ESCA has recently formed an ad hoc committee to handle negotiations with the BCB and many schemes are being examined. IAN CAMERON, North of England secretary, English Schools Cycling Association.

SPECIAL ANNOUNCEMENTS

SPECIAL ANNOUNCEMENT

THE HEADMASTERS' ASSOCIATION THE ASSOCIATION OF HEAD MISTRESSES

In the ballot held on 23 June 1977, members of the above Associations voted overwhelmingly to amalgamate as from 1 January 1978 and, subject to registration of the Instrument of Amalgamation

by the Certification Officer, the new Association will be:

THE SECONDARY HEADS ASSOCIATION

UNITED KINGDOM READING ASSOCIATION STUDY CONFERENCE IMPLEMENTING THE BULLOCK REPORT

25-29 July, Avery Hill College, Eltham, London, SE9 2PQ

Guest Speakers: Kenneth & Yetta Goodman

Conference Banquet at the Café Royal, Regent St., W.1 Fees (all incl.): Residents £20; Non-residents £25

Places still available

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Will the curtain come down on drama schools?

Sir,—I am confident that I am fulfilling the wishes of the Earl of Harewood and his colleagues on the council of the Drama Centre, London, in thanking you for further airing their concern for the future of drama training in this country in your article of June 10. May I, however, attempt to correct certain misunderstandings or mistakes of emphasis.

Our original letter to The Times was occasioned by a survey of the attitudes of L.E.s to discretionary awards for drama, carried out in March. At that time it was clear that six councils had decided to virtually discontinue all such awards; seven others were doubtful as to whether to follow suit; three only had decided to discriminate against particular schools. The council of the centre felt that there was a real danger that as, year by year, the cuts in educational spending were increasingly felt, the situation might easily deteriorate until it assumed critical proportions.

It was perfectly clear that the effects of these measures would be felt, except in a bare handful of instances, by all schools alike. Furthermore—and perhaps more importantly—it appeared to be at stake was the right of the individual student to seek a training, regardless of where his home might be, and in the school of his own choosing. We felt that this had to be defended.

It is therefore misleading to assume that it is the smaller, lesser known establishments, which have reason to fear. In most instances these have no greater difficulty in achieving their usual standards than their larger rivals. What disturbs us is that an absurd reading of your article might deduce that, were this the case, it would not perhaps constitute grounds for serious concern.

Neither longevity nor size constitute criteria of any relevance whatsoever in assessing the validity of the arts. A great deal to be said for the British Drama Centre, for example, largely the creation of three ordinary teachers of inferior repute, whose work together has sent the major developments in the theatrical techniques in Europe to the USA over the past 50 years. "It is why it enjoys an international reputation and has served as a model for one of the important state academies of drama in Northern Europe and parts of the USA. A similar view was expressed in a similar way by the 15 Acting school must always be associated in our minds with extraordinary achievements of Littlewood and the Theatre Workshop company, which was a tutes reason for its being carefully chosen of the schools to the theatre in this country can only be the fact that of any other that those who attend them are as great, indeed greater, if their work is by others. If their work is as even greater cause for concern, as the immense reputation of the signatories who include wood's letter and the president of London University, the fact that the company was founded in 1947.

The fact must be hardened... will come back from work with their arms and knees streaming with blood... I have known that one sweeps lose their lives by the snotty cancer... These diseases are caused entirely by 'sleeping black'.

Our modern children's authors portray nineteenth-century child exploitation without euphemism. Such as Tom's moral ignorance rather than the few allusions to the horrors of the sweeps and climbing boys' are comparatively gentle by modern standards. The fact, which were known at the time, as Pike does from contemporary reports in the Human Documents of the Victorian Golden Age (Allen and Unwin 1967).

The fact must be hardened... will come back from work with their arms and knees streaming with blood... I have known that one sweeps lose their lives by the snotty cancer... These diseases are caused entirely by 'sleeping black'.

Letters for publication should be sent by Tuesday morning to the Editor, The Times Educational Supplement, 175 Prince of Wales Road, London SW5. Letters should be written on one side of the paper only. The Editor reserves the right to cut or to omit any letter.

The bad old days

Peter Hebblethwaite rightly points out in "England rightly concerned in The Water Babies" (June 17) that Kingsley's society's moral ignorance rather than the few allusions to the horrors of the sweeps and climbing boys' are comparatively gentle by modern standards. The fact, which were known at the time, as Pike does from contemporary reports in the Human Documents of the Victorian Golden Age (Allen and Unwin 1967).

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# COURSES

## WHY NOT ATTEND AN ACE COURSE THIS SUMMER?

### ORGANISING PRIMARY SCHOOLS IN THE EIGHTIES

Course Director: Dr E. Midwinter, who has worked and written extensively in the field of primary school organisation  
Milton Keynes College of Education, Milton Keynes  
27-29 July, 1977

This is a course aimed chiefly at Deputy Heads and Senior Staff in Infant and Junior schools who may be expecting increased responsibilities or promotion in the coming years. The course will look carefully at the overall objectives of the primary school and attempt to align this with the flexible and efficient management of what are often limited resources of personnel, accommodation and materials. It will be a practical exercise in the sense of offering realistic suggestions about meeting the demands likely to be made on primary schools over the next decade.  
There will be group sessions led by a team of experienced tutors. (C77/5)

### TIMETABLING IN THE SECONDARY SCHOOL

Course Director: Nellie L. Ransom, Richard Aldworth School, Basingstoke, Hampshire

Churchill College, Cambridge 5-8 August, 1977

Senior staff from secondary schools, whether beginners or with some experience of timetabling, will find their knowledge extended through attending this course, which is being offered for the fourth time. Study groups will use simulated material to learn the planning/construction stages, the philosophies and the inter-action between the timetable and curriculum and school organisation. Lectures will cover current and future trends of timetabling. (C77/6)

### NEW COURSE

### PASTORAL CARE AND CURRICULUM IN SECONDARY SCHOOLS

Course Director: John Bull, Davon County Advisor for Curriculum and In-Service Education

Churchill College, Cambridge 9-12 August, 1977

Pastoral Care plays a very important part in our schooling today. This course is designed for staff, including heads who hold top and middle management posts in secondary or middle schools with some responsibility for pastoral care, and those aspiring to such posts.

Lectures include:  
Caring in Action  
A Curriculum for the Disenchanted  
Caring and Demanding Parents and Schools  
Theory Into Practice  
A Counsellor's View  
Pastoral Care Systems and Units for Disruptive Pupils  
Apart from lectures, the course offers group sessions as well as personal tutorials with experienced tutors. (C77/7)

### LANGUAGE AND READING: IMPLEMENTING BULLOCK

Course Director: Asher Cashdollar, Head of the Department of Communication Studies, Sheffield City Polytechnic

Milton Keynes College of Education, Milton Keynes  
24-27 August, 1977

This will be an intensive workshop course, in which significant aspects of the Bullock Report's recommendations will be analysed and applied to classroom practice. Guest lecturers will include Professor David Crystal and Russell Hoban. Each course member will select one of the six workshop areas listed below and will spend most of their time in Milton Keynes exploring it in detail.

The workshop areas are:  
English in the Secondary School  
Language across the Curriculum  
Comprehension Study skills in the Middle School  
Children's literature and learning to read  
The reading process in the Primary years  
Testing, Assessment and Record keeping (with options covering secondary, primary and remedial). (C77/8)

Full details and application form on all the above residential courses can be obtained from The Courses Department, Advisory Centre for Education, 92 Trumpington Street, Cambridge. Tel.: (0223) 51466.

University of Wales



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(Jointly with University College, Cardiff)

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The course will include the Teaching of English as a Foreign Language (phonetics, linguistics, methodology) and a topic in Education (the latter studied at UCC, Cardiff). Candidates will take a written examination, and submit a dissertation.

Further details may be obtained from the Academic Registrar, UWIST, Cardiff, CF1 3NU.

## Sport New centre to nurture tennis stars

by Stanley Levenson

Two students have turned down sports scholarships in the United States for the chance of a place at Middlesex Polytechnic. The lure is a new high level tennis coaching centre just opened by Denis Howell, Minister for Sport, at the polytechnic's Bounds Green site in North London.

The students, not named, will be joined by six others in the tennis squad, the first scheme of its kind at any higher education institute in the country.

To qualify for the squad, the students will have to meet two requirements—acceptance on academic grounds by the polytechnic and at least county junior standard in tennis. Those who satisfy the educational and sporting standards will be expected to put in at least nine hours training and playing each week. Theoretical aspects of tennis, physical conditioning, weight training, video and audio equipment and medical monitoring are also part of the deal.

Bounds Green's new sports hall is particularly well suited for this with its four indoor courts, much admired by Mark Cox, Britain's leading male player, who was present at the opening ceremony.

Elsewhere, Middlesex Polytechnic has another indoor court, nine hard courts and three grass ones. Eventually the tennis squad will be 20-strong.

Mr John Watson, a senior lecturer in physical education at the



An eager-looking Minister of Sport, racket in hand. Partner Mark Cox watches.

polytechnic, a professional tennis coach and former Durham county player with Wimbledon experience, is to be the tennis centre's coordinator.

The scheme is in response to a call from Mr Howell for the higher educational world to play a bigger role in helping talented sportsmen and women. It steers between the American and East European methods of promoting sporting talent, which is what Mr Howell is after.

Middlesex Polytechnic itself emphasises that nobody will be accepted as a member of the squad without first being accepted for

one of its normal courses; it "not offer separate courses in sport". However, the poly has set out of its way to try to encourage talented young players to enrol and advertising the high level coaching centre in a number of newspapers. But before the notice is brought to the wings, do we hear some favourable reactions among the audience in schools?

Mr Howell hoped that this would be only one of some 30 "centres of excellence" which he hopes to develop this year at colleges, polytechnics and universities.

On Sunday, July 10, the Bounds Green Sports Hall, which contains many other sports, is to be open to the public to have it free of charge.



The centre has medical equipment which can be used to monitor work rate. Above, a student uses a machine to check respiration.

## Newcomer takes on pick of Europe

Karen Money, who took up competitive canoeing only 15 months ago, was the big success in the British team at the International Junior regatta in Duchum, West Germany.

She paddled her way into three finals—singles, doubles and four—winning a third place in the K4 event, a remarkable achievement against experienced top class canoeists from the continent and in races which attracted a large entry.

Miss Money began canoeing while in the fifth form at Burleigh College, Loughborough, where Mr Colin Gray, one of the leading figures in adult and school canoeing, is head of science.

Her school record was by a considerable margin. Grayson Bourne, who came seventh, out of 19 in the boys K1.

Meanwhile, over the same week-end, at the Holmport regatta, course at Nottingham, youngsters from the New Worcestershire village of Fladbury were taking most of the honours at the British Schools' Canoeing Association championships. Fladbury had 50 competitors at Nottingham, probably all the school-age youngsters in the village. Among the events they dominated were the 15-17 year K2 with first and second place and the K1 in the same age range.

Mr Gray says one of the clear trends at the schools regatta was the domination by canoe clubs as opposed to boys and girls as only canoe training is at school. This suggests that most schools are not yet equipped to handle expertly sports such as canoeing which fall outside the usual football, rugby, cricket, athletics orbit.

## Volleyball a rising sport

Volleyball, which revealed itself as a stunning and popular Olympic sport at the Montreal Olympics last year, gets another boost with the international tournament at Coptham Palace in September.

Teams from England, Denmark and Switzerland will be joined by the full national side from Mexico in competition for the British Canadian Volleyball Cup.

The tournament is September 25-27 and there are reduced rates for school bookies—details from I.V.A., 129 Melton Road, Welwyn Hatfield SG2 6LJ.

Volleyball is probably the only sport enjoying the greatest popularity among school children. The national association has received official status in its second full-time year and its teachers and coaches are over-subscribed for 1977 English schools. The national championship of western European teams.

## Dinghy design wins £500 for poly student

David Mills, a 21-year-old design student at Lanchester Polytechnic, Coventry, has won a £500 prize for designing a dual purpose dinghy which can also be used by yachtsmen as a life raft in emergencies.

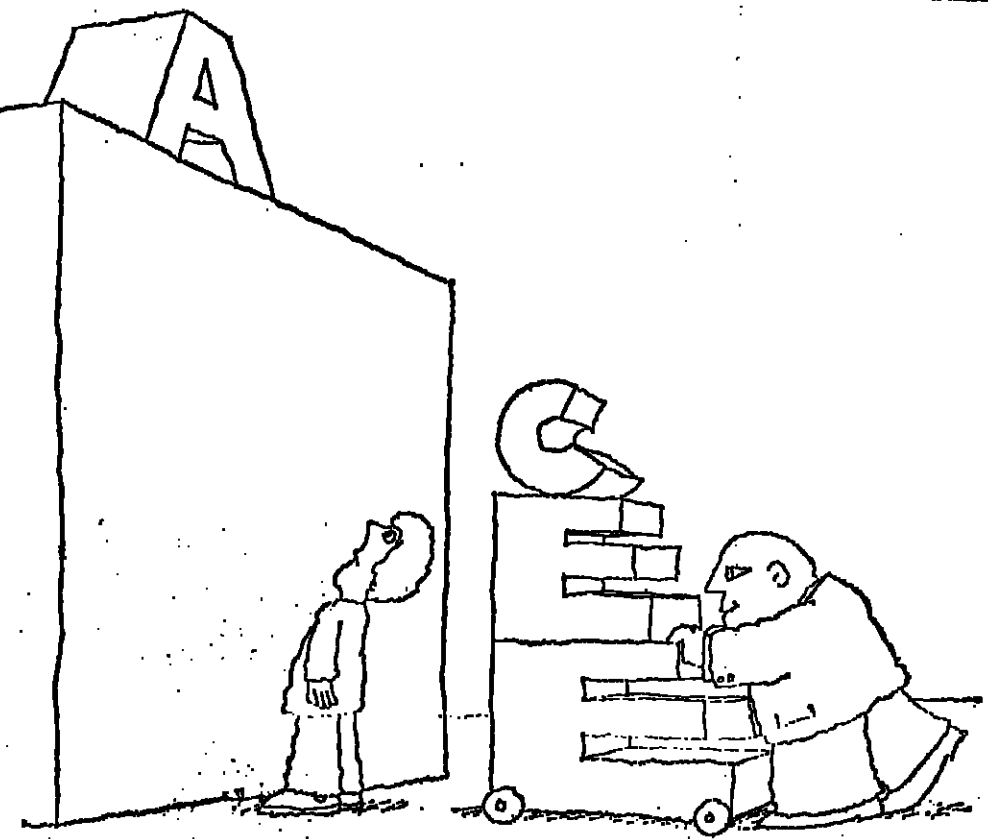
His design incorporates two fold-in pockets beneath the vessel which can be lowered in emergencies. They fill with water and act as drogues, slowing the boat's drift and stabilising it. The only technical new stands a chance of receiving £1,000 from the Royal Yachting Association, to build a prototype.

# COURSES

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Course: Starting 26th Sept, 1977, 8-7 p.m.  
Ten weekly sessions of 100 minutes each, plus practical sessions on writing, editing, etc. Also other...  
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# Waiting for CEE

Is the Certificate of Extended Education the real answer to the needs of 'the new sixth'?  
Paul Norgate writes on behalf of a group of English teachers who believe it offers a major opportunity for curriculum development.



CEE lives. It is around in a fairly healthy form, despite Shirley Williams' hesitations. Many Mode 3s are thriving, and regional boards are pressing on with Mode 1 schemes. One hears that—mirabile dictu—even university boards were showing interest, before the DES wet the blanket.

In the great debate, however, CEE may appear more in the role of "yet another examination", an abortive attempt to introduce redundant certification into territory where A level already dominates, an attempt, even, at empire-building by the regional examination boards. Some of this sort of thing may seem to be borne out when the rather callow newcomer treads the boards under unflattering lights, and alongside the seasoned veterans. But before the novice is brought to the wings, do we hear some favourable reactions among the audience in schools?

Main teachers have welcomed CEE, and have worked very successfully with it in their sixth forms—and not merely as a means to another certificate and. It has been our experience that CEE has grown to meet certain definite needs in the 'new sixth', though teachers may have tended to hide the CEE light under a bushel. A few sparks have brightened the educational correspondence columns, but the tinder has not fully caught.

We would like to carry a torch for CEE by experience in our own subject, English; it would be interesting to see what reflections are thrown back from other subject areas. Certainly the work of the Schools Council project, English 16-19, with whom we have been cooperating, suggests that CEE has provided us with a framework for a great deal of extremely worthwhile work in the sixth form.

In recent years CEE has afforded virtually the only major opportunity for curriculum development at 17-plus at a time when the nature of the sixth form has been changing appreciably. For a variety of reasons—not all related to schools which contain a substantial number of students whom academic A level studies do not suit, or to whom A levels do not represent the kind of work they wish to do.

These students are not only those with CSE passes, and certainly not only those with CSE Grades 2 to 4—but also many who pass at O level. Many of them wish to spend only one year in the sixth, but would welcome a re-working of what they see as fifth-form examinations. They are attracted by the prospect of a full sixth-form course, but need a definite 16-19 into A level.

When A level is the only sixth-form qualification available it is all too easy to find a vicious circle, to become established. The A level essay-type answer, once it is the final test of competence, comes to dominate the lives of possible students for whom it is the least time as students' growing maturity and awareness are leading them to consider a wider range of more complex ideas, their responses are to be channelled into a single traditional mode, stylized.

As the Schools Council project team point out in their recent booklet *Opportunities for Writing at 17-plus*, the A level essay answer may at its best be critical, evaluative and persuasive—but there is little evidence of any carry-over of such linguistic expertise.

CEE has opened up this vicious circle at a number of points. A uniquely sixth-form course, and sixth-form qualification—recognized as such by teachers and students, and open for recognition by employers and others—it has proved flexible enough to meet many of the varied needs of the new sixth. It provides a self-contained, one-year course for students who want only one year in the sixth. It can also provide a breathing space before able students take their final decisions about A level.

By intelligent planning, it can be incorporated as a common core foundation course for all first-year sixth-formers, whether heading for A level or not. This means also that mixed-ability groups can be formed in the first year sixth; in some cases a first opportunity for the less-able and more academically-gifted to work side-by-side—often with considerable social and academic advantages to both groups.

This unique flexibility of CEE within the sixth-form curriculum derives largely from its regional roots. As a locally-based examination, like CSE, it enables schools or groups of schools to put forward syllabuses or Mode 3 proposals. Many too, of the Mode 1 syllabuses now offered by regional boards have obviously grown directly out of the best and most successful practice of teachers operating Mode 3s.

The result is courses in which the desired curriculum determines the system of examining, and not vice-versa. Syllabuses can be open-ended, and revised to suit the needs and interests of the particular groups of students they are designed to serve, or to connect with the world outside the school. All this tends to lower the tensions which often exist between examinations and the curriculum, to the disadvantage of both.

Assessment in CEE courses offers the opportunity for a much clearer profile of students' aptitudes and abilities than does a one-off examination. An English course which may find students working in the local community and compiling a dossier of their observations and experiences; writing a biography of a member of their family or local personality; introducing books and topics of their own choice to a group of the peers—through discussion, maybe, or by dramatized or taped presentation, or in written form; perhaps making a detailed study of some aspect of literature that they themselves have selected: such a course has clear advantages in developing students' confidence in themselves, in their social skills and in their effectiveness as writers and communicators—in their knowledge and experiences as the touchstone for their own utterances. How many opportunities lie in this kind of work, more than in rehearsing the borrowed forms of a convention such as the literary-critical essay?

Many of these advantages of CEE stem from the overall shape and nature of the examination, and so presumably would apply across a wide range of subject areas. In English particularly, CEE offers students stimulus and challenge at all stages, from individual written assignments to the pattern of a whole term's work.

Especially relevant at 17-plus, perhaps, is the way in which CEE has enabled some English teachers to involve their students closely with local communities and industries (which A-level at present does not permit), so making school experience relevant to the kind of employment they will be seeking later.

Through these "placement studies", students' critical observation of their own and other people's use of spoken and written language can be encouraged. (An interesting example of this kind of work is described in the Schools Council's project booklet, *English in the New Sixth*). In these and other such projects, CEE takes a descriptive rather than prescriptive view of language in use, and so is distinctly different from much practice at O level and CSE.

Each component of a CEE course can be closely linked to the candidates' own level of performance and apprehension. So in English, for instance, a biography of the kind mentioned above (say, of the student's grandfather) might take into account social, political and personal factors beyond the grasp of a child working on a nominally similar topic in the middle school. Some schools have found it possible to base the whole of their CEE work on an ethical approach to questions such as the nature of power in society, or crime and punishment, and to relate these to literary and non-literary documents in a way which is neither possible for younger students, nor of present much encouraged by A-level syllabuses.

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There undoubtedly exists a need for a limited-objective, one-year sixth-form qualification. But CEE has done far more than meet this specific need: it has provided the unifying factor in a whole series of fruitful developments in sixth-form teaching. Coursework assessment and mixed-ability teaching have provoked healthy controversy independently of CEE. But only CEE has offered the opportunity to integrate them fully into sixth-form studies.

The advantages derived in recent years from work on CEE syllabuses must not be thrown away. Under whatever name they are marshalled, they should become the keystones on which to build the new sixth. The eventual decision to retain, restrict or abolish CEE will obviously affect, for better or worse, all those who already hold the qualification. It seems unfortunate, to say the least, that CEE, operating successfully though as yet on a relatively small scale, may fall victim to the confusion of the whole examination system.

Paul Norgate is a member of the 16-19 working party of the Birmingham/Hereford-Worcester branches of the National Association for the Teaching of English. He is also head of English at Wusley Hills High School, Birmingham. The booklets *English in the New Sixth* (20p) and *Opportunities for Writing at 17-plus* (25p), are available from the Schools' Council Project "English 16-19", Bretton Hall College, Wakefield WF4 4LG.



# Blaming the victim?

Gus John explores some of the issues raised by the National Association of Youth Clubs project 'Youth and Race in the Inner City'.

In education the Hunt report, *Immigrants and the youth service*, was seen as offering guidelines and objectives for education and the youth service in relation to young immigrants. Section 2 of the 1966 Local Government Act empowered local authorities to claim grant aid, if they were required to employ extra staff as a result of substantial numbers of immigrants from the Commonwealth within their areas whose language or customs differed from those of the community. The youth service was also to benefit by this.

The argument that when those "immigrants" born in this country were socialized into our norms and values, went to our schools and spoke our language, they would not have the problems of adjustment which made it so difficult for their parents' generation, still seemed sensible to many.

The NAYC therefore attracted Government funds to investigate multi-racial youth work. Attention was to be given to youth clubs that were successfully racially mixed and to reasons for their success as perceived by the youth workers involved. Such evidence of good practice was to be documented and made available in areas where there was a tendency for clubs and youth projects to become all-black or all-white.



The concern of the youth service with black young people must be seen in historical perspective. The position of these young people in our inner cities and industrial towns has been a source of concern for policy makers and providers of public services for some time. The black population and community groups within it have also been concerned, for vastly different reasons. Increasingly, they see black young people as a group under attack, defined in a certain way by white society and race relations experts, virtually compelled to have a marginal existence within this society, and not lacking in attention from control agencies.

It is not by accident that young blacks have been identified and singled out for such attention. It is an inevitable result of the way in which black people came to be defined as "a problem", and of subsequent policies and practices. A preoccupation with "the problem of immigration", "the problem of coloured immigrants", "the problem of second-generation immigrants", "the problem of coloured schoolleavers", is about one and the same thing: the failure of the white majority to accept that racism is endemic to its political and cultural heritage, and that there is a relationship between black people as a racial minority and Britain's political economy.

Much race relations work has been underpinned by an ideology which defines black people as the problem. Benign and liberal attempts, such as the Community Relations Commission's *Urban Deprivation* project, have been made to iron out or compensate for the deficiencies of the black "strangers", in order that they might function more normally within British society. There is evidence that this ideology will ensure that "stranger" and "alien" status will be conferred on British-born blacks, even to the nth generation.

In 1973 the National Association of Youth Clubs and the youth department at the Community Relations Commission drew up a proposal for an action-research project in multi-racial youth work. This came at a time when pundits were making impassioned pleas for Britain to accept that it was a multi-racial society, and for that to be reflected in the nature and composition of youth work, social work, education, the church, the police and the army.

While this was of considerable interest to those concerned about the apparent segregation of black and white young people within the youth service age range 14 to 21, it was seen by many youth workers as of little consequence, and a diversion from the issues facing young people, black and white, in inner city areas.

From 1974 to 1976 the project operated in 16 cities and towns in the North-West, Midlands and the South. An assessment was made of the use by black young people of the youth service and of the definitions of their position which youth workers employed as a basis for action. Young people's definitions of themselves, the youth service in relation to themselves, and the use they made of alternative services in the community, including their self-initiated schemes, were documented.

By mid-1975 it was clear that there was a tendency among youth service officials and white youth workers to assume black young people were no different from other young people. Even when some defined them as deviant their deviance was explained by theories about the urban poor, inter-generational conflict, and the strain for children of a migrant population of finding their place in the receiving society.

It appeared that youth service administrators and youth workers tended to be resigned to the fact that some youth clubs had become all-Black, although they saw this as undesirable. For the most part they viewed these clubs as manifestations of the cultural preferences of whites and blacks.

"The blacks like reggae and soul music and they want their music to dominate." "The white boys don't like the way the black boys treat the white girls, and the way the white girls fuss over the black boys." "The whites find their music, their dress, their talk and the way they dance very threatening because it excludes them, and they resent that."

It is a short step from this to the suggestion that more black youth leaders ought to be trained to work with these young blacks. Black youth workers are presumed to understand their customs and way of life, and it would be considered more acceptable for them to impose discipline than for white youth leaders to do so.

Most black youth workers accepted, no less than their white colleagues, the

claims of the youth service to be about social education, and providing opportunities for adolescents to learn social skills. Few black youth workers seemed to understand that the only way the youth service, given its historical function, could accommodate the assertion of their identity by young blacks, was by controlling it. Here, as in education, providers are more concerned to make people fit the service than to enable services to be responsive to the needs and potential of those concerned.

While rejecting the original remit of the multi-racial project, youth workers were concerned to list a series of demands being made on them by black young people which had led them to reconsider their role. As one put it: "I felt I needed to have my job description rewritten, and a whole set of resources put at my disposal to make my role viable."

Of more concern than the harmonious mixing of black and white youths were the many areas of social need in which young people felt it was the youth worker's duty to get involved. These included help with job-finding, assistance with preparing for interviews, fares to the untempting place to try to find work; problems at school, frequently centred around suspensions, expulsions, and not being allowed to sit GCEs; homelessness—particularly among those whose families were rehoused on new estates miles away from the city, but who continued to spend their leisure time (that is, all their time) in their former surroundings; and the problem of police harassment of young black people.

Arising from the latter were constant requests for help with legal advice, court reports, and assistance in persuading parents to attend court, reminding up other young people as witnesses, and accompanying them to solicitors' offices.

There is nothing extraordinary about these areas of involvement. They are features of the daily lives of inner-city youth workers, particularly those working with "unreached" youth who feel youth clubs have nothing to offer them. But here the similarity ends.

While many youth workers use traditional casework methods in response to such problems, and see individual counselling and teaching the individual to cope as a suitable response, black young people view their day-to-day experiences as expressions of group oppression. What is important is not that poor white youths in the same areas experience the same problems, but that the subjective experience of black youths as being racially oppressed is rooted in their awareness of

the structure of inequalities in race and black people in society.

Their experience of education, alien and second-class status, and black people, of the way the youth projects them and their parents as a group, more of whom ought not to be allowed near British shores; their belief that the activities of the labour market, the expectations of them, and with the status of the police when they refuse to do their labour force, and refuse to collaborate with the schools—all point to the fact that, however much one quantifies disadvantage, one cannot obscure facts of racial oppression.

The youth service, the social services, the police and the courts are seen with a generation of black people who defined as being neither economically desirable nor socially acceptable, but whom England is home, however prevalent the "back to Africa" philosophy might be among them.

Black young people see youth clubs as clubs in the traditional sense, more as territory within which they can express cultural preferences and political opinions, establish an identity collectively as young blacks, and resist the oppression by the state. The ethos of the club is that of some black self-help youth projects funded by urban aid or the Community Relations Commission.

After the original remit of the multi-racial project was abandoned, a programme of research and development was devised, in consultation with young people and youth and community workers, to establish the role of youth clubs in relation to black and community youth, and provide youth and community workers with information to assist their action. This work, begun in April, 1976, is being done in 12 places.

Assessing policy within the youth service on any issue is a hazardous exercise. The service is what organizations, unions and interest groups make it, riddled with political ambiguities, both statutory and voluntary bodies, and a benign concern for the welfare of the nation's youth.

Some local authorities and voluntary organizations have only recently begun to realize that there are black people in their midst. A cynical



their involvement in work with black young people would be that they wish to be seen to have done their bit in race relations. What they do is seen as special, and usually separate from the mainstream of normal activities.

There are those in central and local government who argue that an attack on racial disadvantage ought to be part of a general attack on urban deprivation. Here youth work with black young people finds itself with real problems.

The objectives of black self-help youth projects are no less politically ambiguous and ill-defined than those of the youth service generally. One reason for this is that such projects are working with policies which are no more acceptable than the definitions of the position of black people that give rise to them.

Policies were formulated which focused attention on black people, their language, their background and their culture, rather than on institutional racism. Having placed the blame on the "victim", social policy responses were couched predominantly in welfare terms, even allowing for the political objectives of anti-discrimination legislation.

The period 1965-71 saw the growth of a number of militant black organizations concerned to expose the racism of the system and to organize black people to resist its oppression. The philosophy of militants and of black power, and the development of the pan-Africanist movement were evidence of the internationalization of the black struggle. They helped to clarify for Britain's black population the relationship between them and the white metropolis should be, and how they should react to their experience of white power.

However, by 1973 that brand of militancy had been all but accommodated by the system, or encouraged to fade away. The 1968 Race Relations Act heralded the formation of the Community Relations Commission. In May of that year Harold Wilson announced the Urban Programme. The change in the black response, the transition from protest to the activities of the Community Relations Commission and the existence of urban aid.

A report in 1976 entitled *Local government approaches to urban deprivation* by the Institute of Local Government Studies, Birmingham University, quotes officials from local government departments and other agencies as saying that

the problems of the coloured communities were not being given proper consideration by local or central government. Some officials felt this failure was for political reasons.

The Community Relations Commission and its self-help scheme, together with the Urban Programme, has given many local government departments an opportunity to place their responsibilities to black people into other administrative pigeon-holes. On the one hand, they say the Urban Programme was not intended specifically for black people; on the other, they see it as too risky politically to fund from the rates black initiatives designed to cater for black people. Nevertheless, they retain the power to decide whether to contribute 25 per cent to the cost of any project seeking urban aid.

Given the general lack of concern for black people in local authority areas, the pattern has emerged within the black population of competing groups identifying areas of social need and scrambling for priority for their urban aid applications. Local town halls astutely play one group against the other, suggesting that, regardless of the size of the black population, only one group should claim to represent the needs of "the black community" at any one time. The amount of organized disruption this has resulted in among black people should not be underestimated. It is often accompanied by the observation that "they're always fighting amongst themselves".

And for what? As the information and research officer at the Runnymede Trust has observed: "The Urban Programme was not intended as a race programme, although it was hoped that the black population living in deprived inner city areas would, like the other inhabitants, benefit from its provisions. Some funds have been allocated to specifically black projects, but these remain small. The only phases in which significant amounts of money were given to black self-help projects were phases 7, 11, 12 and 14. A Runnymede Trust research worker has calculated that the total given to such projects during those phases was £708,056. This represents approximately 5 per cent of the total of about £13,825,000 allocated to voluntary projects."

One does not need to emphasize how economically active black people are within the British economy, nor how great their contribution is to rates and local ser-

vices, to see how ludicrous this imbalance is.

A large number of the self-help projects funded under these phases concerned services for black youth. These ranged from hostels for homeless young people to training in trade skills. While not all of these projects are failing to provide opportunities for young black people to pursue political options, the thrust of their activities is in welfare provision, counselling of individuals, advocacy on their behalf around issues relating to housing, social security, the courts, job finding, training in social skills, are part of the objectives of such groups.

The marginal impact of such programmes is matched by that of schemes such as Community Industry, Job Creation Schemes and TOPS courses. Most black self-help projects can justly claim to be offering young people somewhat more than reggae and sport and then letting them get on with it, as does much statutory youth work. Nevertheless, the gradual whitening away at the deprivations suffered by black people through various forms of social engineering gets us nowhere fast.

The Urban Programme, the Community Development Projects, the Urban Deprivation Unit, the Comprehensive Community Programmes, responsible to the Home Office, and the inner area studies and housing action areas for which the Department of the Environment has responsibility, have not offered evidence that the position of black people as a racially oppressed group is likely to be understood by policy-makers, let alone adequately tackled through a programme of urban renewal. Despite Peter Shore's pronouncements about action arising from the findings of the inner area studies, little change can be expected in the position of black people.

For the few black young people reached by these projects an equal, if not greater, number appear before the courts in the inner cities each week. The activities of the police vis a vis black people are still defined as a police/community relations problem. Yet their operations in dealing with young black people, who are resisting attempts to have them accept their lot, have nothing to do with community relations.

It is this resistance which sections of white society see as threatening, in the face of which they are prepared to give backing to the police, the courts, and even Fascist organizations; all of whom

Far left: "Black youth is bitter and angry", Prince Charles was told during his celebrated intervention between police and demonstrators in Lewisham last month. Left: A Brixton arts centre, one of the many urban projects catering for young black people.

they see as protecting society from the blacks.

Witness the media, police and courts' reactions to the issue of mugging. Nothing is better destined to stir emotions than headlines about young blacks on the rampage, mugging citizens going about their lawful business. The concern with mugging has encouraged the police to engage in widespread abuses of young black people, under the guise of maintaining law and order and cracking down on mugging. These abuses occur particularly in the context of arrests under the "sus" laws, and they occur to a pattern in London and the provinces.

Police attention is focused particularly on black young people in shopping precincts and in commercial areas generally. Shirley Summerskill, in a written answer to a question on arrests under the "sus" laws, stated on March 3, 1977: "In 1976 2,112 persons were arrested in the Metropolitan Police district for loitering with intent to commit an offence. Although separate figures on persons of West Indian origin were not available, 887 were recorded as being of an appearance which included West Indians and black Africans. In 1975, the latest year for which information was available, 1,746 persons were proceeded against for this offence at magistrates' courts in the Metropolitan Police district. No breakdown of these figures by appearance or ethnic origin was available."

Young black people experience daily the opportunities this piece of legislation gives the police. In Manchester and in London youth workers have been involved in cases where groups of young people were arrested on "sus" charges, beaten up and forced to "squat" on other young people allegedly involved in handling snatching and pickpocketing.

It is easy for such matters to go unnoticed except for the protestations of the black community, since the dominant view within society is that the police have a difficult enough job in their fight against crime, and should therefore be supported rather than criticized.

When the police argue that the adult black population is on the whole law-abiding and hard-working, and that the youths are constituting more and more of a criminal fringe or sub-culture, they are trying to divert attention from the fact that the situation of black young people and of their parents is essentially the same.

Black youths are suffering with and on behalf of all black people. Their parents cannot afford to accept the police or society's definition of the youth as a deviant group, since this gives the respectable black community a bad name. In this generation of black youths, predominantly British-born, the adult black population have their best allies.

Similarly, they should show themselves to be allies of the black youths. It is only through an appreciation of the relationship between their position as a racial group, and their class position in British society, and an acknowledgement of their power as an economically active labour force, that meaningful responses by the black population can come about.

For their part, it is essential that the white working class attends more consciously to the meaning of its own historical struggles. The race factor will otherwise undoubtedly continue to divert attention from the real issues, and engender a false consciousness among both whites and blacks for generations to come.

The current concerns of the youth service, and the objectives of piecemeal programmes, do not bear much relevance to the realities of this situation.

Gus John is Director of the National Association of Youth Clubs Action Research Project "Youth and Race in the Inner City".







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20 Books/Psychology

An uneasy elite

Mary Warnock on educating gifted children

The Psychology and Education of Gifted Children. By Philip E. Vernon, Georgia Adanson and Dorothy E. Vernon. Methuen £5.95, 416 84390 5.

The three authors of this book work in Calgary, Alberta. Its first relevance is therefore to Canada and the United States. But Philip Vernon used to be at the Institute of Education in London, and much of their research comes from and is relevant to England.

The main weakness of the argument for special teaching, withdrawal or enrichment, for the gifted, as it is contained here, is an ambiguity in the concept of "the gifted" itself. This ambiguity is discussed but never resolved.

One could thus envisage a mathematics school like the Menuhin School for musicians, drawing children from all parts of the country and financed directly by a DfES grant, with local authorities paying children's fees. But the entrance requirement would be a mathematical brilliance genuinely rare, and such a selective education in a normal school is inadequate.

But they could almost certainly

be taught successfully along with the rest of the top 20 per cent of children in the IQ scale. And it is with the 20 per cent that this book is partly, and somewhat uneasily, concerned. One can see why there is an uneasiness. For of course if it were not for an ideologically based commitment to comprehensive schools, these children would already be catered for in grammar schools, and some of them are specially catered for in the academically selective private schools. His own view is that in a grammar school, or its private equivalent, the whole of the top 20 per cent, even the very exceptional 2 per cent, can be catered for, provided that the timetable is flexible, and that the excellent private school genius can pick among various options and need not follow the whole of the normal curriculum.

For he must have time for his speciality even from quite an early age, and he must, if necessary, be allowed to travel to a neighbouring school for extra mathematics, or to London or, as it might be, Leeds for his instrumental lessons, or lessons in composition. He then has the benefit denied him at, say, the Menuhin school, of being taught his other subjects by first-class teachers and alongside very clever contemporaries. He follows a restricted but balanced and well-taught curriculum.

For the truth is that these clever children need clever and generous teachers who can see if their pupils are better than themselves, and the fact, and use their imaginations to devise ways in which the pupils can go on and explore their subjects with the teacher following. It is not true (and the present authors insist on this) that clever children do not enjoy teaching. If teachers need teaching more than their contemporaries, because they go so fast. They must be able to consult, to seek explanations, and to have their work criticized. They must be taught, but by teachers who, if not invidious themselves, at least understand what innovation is in their particular field. It seems to me that no one who has not taught in a really good grammar school realizes quite the difference between the standard of academic speed, of sheer cleverness in such schools at the top end of the ability range, and the ordinary GCSE stream in a comprehensive school. The children may all take the same examination at the end, and follow the same syllabus. But the grammar

21 Books/Local History/Music

Heart of England

Shirley Toulson

The Western Midlands: A Journey to the Heart of England. By Caroline Hillier. Collins £5.95, 575 02167 5.

Walks in the Black Country. By Eilhu Burritt Kington. The Roundwood Press £5.00, 9000 93 48 X.

The Folklore of Warwickshire. By Roy Palmer. Batsford £3.95, 7134 3164 4.

How is it that, despite local government reorganization, the word "region" still conjures up visions of national parklands given over to hill farming, tourists and minority languages? Everywhere else is a reminder that the industrial revolution should help to end that prejudice.

It is a happy coincidence that Caroline Hillier's book appears at the same time that Eilhu Burritt's account of the Black Country (first published in 1868) is re-issued. With these two companions, the explorer who penetrates that country via the M1 or New Street Station will find undreamt of riches. The West Midlands, with Birmingham as its heart, is just as much a region—a kingdom of its own—as Cumbria is.

The American, Eilhu Burritt, a crusading reformer dedicated to the abolition of slavery, first came to England in 1845 at the age of 36. In 1865, he was appointed consul in Birmingham and set up his business in Victoria Road, Harborne. He contrasted that "godly suburb" laid out among "hills, dales, gentle slopes, valleys and streams"

with the dwellings of the workers on the other side of the city, and every evening in "the aurora, borealis of the Black Country—the swaling light of a hundred furnaces and forges roaring all through the night".

A hundred years and a clean air Act have altered that; yet Caroline Hillier, whose book is as much about people and their work as it is about places, still found the visual impact of industrial places unexpectedly beautiful. When she visited the chain makers at Quarry Bank and looked towards Stourbridge, Cradley and Halewood, and saw against a pale blue sky, "the sun softly lighting up orange-brown clouds, falling on trees, factory chimneys with white smoke, wreathed in white mist" she was reminded of paintings of Venice.

These colours are evoked in the book's dust jacket photograph by Peter and John Mosley, who also took the pictures of many of the people and places that she writes about. These include a plate of the Pike Pool at Dove Dale, to remind us that (as Eilhu Burritt reminded us) the Black Country does indeed have its green byelands.

Roy Palmer's book also serves as a reminder that the industrial revolution in the West Midlands grew out of the soil. Not surprisingly, the long agricultural history of the rich farming Shropshire—which gave the crusading reformer dedicated to the abolition of slavery, first came to England in 1845 at the age of 36. In 1865, he was appointed consul in Birmingham and set up his business in Victoria Road, Harborne. He contrasted that "godly suburb" laid out among "hills, dales, gentle slopes, valleys and streams"

Baroque bandwagon

John Holloway

String Playing in Baroque Music. By Robert Donington (with recorded illustrations by Yehudi Menuhin and George Malcolm). Faber £8.80, including 12-inch record, 571 10014 7.

This book reflects both the growing popularity of Baroque music and the increasing interest in authentic performance practice. It stands on three planks—its musical ideas, its technical suggestions, and its demonstration record.

Professor Donington seems to me to misrepresent the essential character of Baroque music, which is rhetorical or conversational. The "affect" or expressive motivation of each short phrase, and the vivid portrayal of question and answer, statement and response, are of far greater importance than "line" or "harmony" which is largely ignored, but which so crucially indicates phrasing and tempo, and among the technical suggestions, some questionable assumptions are made about violin playing. The absence of chin and shoulder-rest, for example, makes demands on the left hand which significantly affects fingerings and vibrato. The acoustic significance of the collo andpin is considerable, and easily proven, so to suggest that it, like the chin-rest, should be used "even by baroque specialists" seems astonishing. On vibrato we are told that non-vibrato sound is colourless—which will please any harpichordist.

Melodies françaises

Jill Gomez

The Interpretation of French Song. By Pierre Bernac. Collins £7.50, 0 575 02207 8.

Pierre Bernac's Interpretation of French Song first appeared in 1970 and is now reissued in a revised edition. It is an invaluable study for everyone interested in performing French songs. The book contains three chapters: the first on Bernac's love and deep understanding of the subject. The remaining two chapters work through the individual composers from Berlioz to Debussy. Texts of the principal melodies are given together with pronunciation and an English translation by Winifred Bradford.

The current generation of historians of English education, believing (justifiably) that their predecessors treated too much in isolation from its political, economic, and social setting, rely greatly on sociologically oriented research as a means to a truer perspective.

The fine studies in this book are typical of the work they are producing. Two schools, four localities, and three matters of national concern, are put under the microscope. As the book's title implies, the authors—all except one member of university staffs—are investigating the social rather than the academic consequences of nineteenth-century elementary education in England and Wales.

They ask such questions as what social significance had the patterns of attendance at Meham (Surrey) National School between 1830 and 1839? What effect on discipline and morale had the inclusion of military drill in the elementary school curriculum? Underlying

Land of the white rose

Ian Beckwith

Life and Tradition in West Yorkshire. By Marie Hartley and Joan Ingleby. J. M. Dent £7.50, 460 042394 4.

The captains and the kings come and go, armies advance and retreat, and the rumour of wars afflict the nations of the world, but history is made of the lives of ordinary people. At school I learned the dates of the kings and queens of England, major battles, acts and treaties and believed that this was all that concerned the historians who, by taking as his study the lives of so-called great men, acquired some of their stature.

It was Dr Johnson, however, who wrote that "The true state of every nation is the state of common life... they whose aggregate constitutes the people are found in the streets, in the villages, in the shops and farms; and from them collectively considered must the measure of general prosperity be taken". It is then the state of the nation that Marie Hartley and Joan Ingleby deal with in their latest book through the medium of the people's own words and pictures, skilfully blended with an appropriate injection of general historical data.

Under the microscope

H. C. Dent

Popular Education and Socialization in the Nineteenth Century. Edited by Philip McCann. Methuen £5.90, 416 81110 8.

On account of its range, Harold Silver's chapter on half-time education—still a personal memory for many people—clearly stands out. Begun, says Professor Silver, "as a strategy for combating excessive child labour", it "became, in the 1850s and 1860s, an educational theory". Or, rather, gave rise to several quasi-educational theories.

One, the benefit of "combining manual and industrial activity", was adopted by Marx. The most extraordinary was "the three-hour ordinary was" "the three-hour philosophy", supported by such eminent social reformers as Edwin Chadwick and Mary Carpenter: the belief that three hours a day of concentrated attention was the limit for serious school-children. The consequential argument that half-timers had the edge on full-timers. It took the robust common sense of men like HMI Joshua Fitch to rebut such nonsense.

The book is well illustrated. Several of the studies are supplemented by statistical and other tables, and all are thoroughly documented, some extensively.

Bowing low to the Monarch?

Frank Finch

Punch and the Monarchy. By William Davis. Hutchinson £4.95, 09 129 370 7.

After the Niagara of printed ephemera and manufactured rubbish of the Jubilee, this anthology is civilized and never dull.

According to its present editor, Punch in earlier years was notable for "bowing low to the Monarch". Modern contributors tend to fall over backwards not to. Yet there is nothing here remotely like scurrilous lampooning of the institution which, next to the Church, is the easiest target in the world. The late George Morrow's gentle drawing of Old King Cole still crisply makes its point. By comparison, the stridency of some of the modern cartoons perhaps mutes their effectiveness; perhaps because they induce recoil.

The result is a delicate combination of the moving record of personal experiences, humour, tragedy, of industrial processes, occupations and domestic life almost forgotten. Here is the family of five, father who set off to seek help in their extremity from the proverbial prosperous uncle 14 miles away, borrowing 7d for the tramfare, getting a lift in a lorry whose driver slowed down as they passed under an apple tree so the children could shake its branches and collect the fruit; eventually an elderly shopkeeper made them a pot of tea and sandwiches and refused repayment, saying "To see 'barns happy is my reward".

The scope of the book is from the 1830s to the 1930s when my parents and grandparents should have been in the prime of life and happiness was a nodule of far off the road rolled in dust to make a marble. "We must educate our children," Robert Lowe is said to have exclaimed in 1857. In the sense he meant it, this marvelous book shows how far short the achievement fell. In another sense, however, our real masters would do well to read this book. They might learn something about the true state of the nation.

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22 Books/Education/Technology

Paperbacks Cradle to class

Joan Tamburrini

The Origin of Intelligence in the Child. By Jean Piaget. Penguin £1.95. 14 08 0928 7.

The Moral Judgment of the Child. By Jean Piaget. Penguin £1.95. 14 08 0927 9.

Moral Development: A Guide to Piaget and Kohlberg. By Ronald Duska and Mariellen Whelan. Gill and Macmillan £1.95. 7171 0834 1.

Educational Theory: An Introduction. By T. W. Moore. Routledge and Kegan Paul £1.25. 7100 8463 3.

Instead of Education. By John Holt. Penguin 80p. 14 02 1959 4.

In recent years the use of videotape analysis has contributed to a sophisticated methodology for the study of infant behaviour. Piaget's early studies reported in The Origin of Intelligence in the Child are naturalistic but nonetheless seminal in the basis they have provided for more recent work. In this book Piaget describes with vivid examples the development of intelligence during the period from birth to about 18 months. The period is important in two respects. First, it is the basis on which conceptual intelligence is constructed. Second, it exemplifies mechanisms which Piaget proposes are invariant functions of intelligence. The book is, therefore, essential reading for any student attempting to come to grips with Piaget's theory of intellectual development.

The Moral Judgment of the Child is another early yet seminal work. It begins with a study of the development of children's respect for rules as revealed in their games with marbles, and follows with an investigation of their moral reasoning. In particular, Piaget shows that the young child is a moral realist for whom all rules exist in their own right and independently of him. It requires the processes of reason, confrontation with adult authority and social cooperation for the child to begin to reach a stage of moral autonomy.

Kohlberg's more recent work on the development of moral judgment has complemented and expanded on Piaget's study. His investigations, like Piaget's, have been concerned with the reasons given for decisions on whether an action is right or wrong. These reasons are distinguished in terms of different levels of which Kohlberg derives six, an elaboration of Piaget's three basic stages. Moral Development: A Guide to Piaget and Kohlberg presents a succinct description of both theories, and is a most useful introductory text.

To undertake a study of the work of Piaget and Kohlberg is to take a step in the direction of acquiring an understanding of modern educational theory. In Educational Theory: An Introduction, T. W. Moore successfully argues that a grasp of educational theory is an important part of a teacher's professional equipment. As well as an acquaintance with those aspects of psychological and sociological theory relevant to educational practice it should include, he convincingly shows, an understanding of the sophisticated ideas to do with aims and the nature of knowledge. Moore includes a discussion of influential educational thinkers of the past whom he argues still have something of importance to offer to teachers. This book should become a basic text in schools and colleges of education.

Educational theory is implicitly rejected in John Holt's thesis in Instead of Education which, in contrast to Moore's scholarly work, is extremely simplistic. Holt argues that schools are necessarily authoritarian and destroy curiosity, energy and resourcefulness. He suggests that most communities have alternative resources to schools in the form of human excellence. A basic flaw in his argument is the assumption that schools and universities in a particular subject are a sufficient resource for the alternative education.

Without many schools fail as miserably as Holt suggests. Often they do so because teachers have achieved excellence in their own fields of study but have not acquired the values and understanding arising from the grasp of educational theory which Moore argues is an essential.

Children's literature Gentle variations on reality

Audrey Laski on paperbacks

Another batch of excellent paperbacks, reprinting stories first published as early as 1904 or as recently as 1974, puts all kinds of pleasures within young readers' reach. Some are the pleasures of reality, or a gentle variation on it. For the youngest readers, Puffin's Easy Readers, My Uncle Charlie (Margie Darke 50p) and I Want a Fish (Henry Harris 50p) elaborate with helpful repetition on things that might happen in the best families.

Probably no family is as simple as that of Emil in the Soup Tureen by Astrid Lindgren (Beaver Books 45p), another of his admirable writer's young anarchists who innocently causes all sorts of turmoil. Just as no little girl is quite as strong as her celebrated Pippi Longstocking, appearing again in Pippi Goes Abroad (Puffin 50p). Another good import, from Norway instead of Sweden, tells about an ordinary family, though an unconventional one; Nalle Aurora! by Ann-Cath Vestly (Puffin 50p) tells how Aurora helps her student father look after her baby brother while her mother goes out to work.

For somewhat older readers A Likely Place, by Pam Fox (Piccolo 40p) shows a little boy and an old man helping each other to educate their families into trusting them with responsibility; Hurricane, by Andrew Sulkey (Puffin 50p) intensely communicates the night sounds, smells of the earth and the feeling of a good family life; and The Mystery of the Cross-Eyed Man by Paul Borna (Puffin 50p) gives 14-year-old Daniel the responsibility of putting his little brother safely through strike-tunnels and a mine, and a minor miracle slightly sentimental towards the end but exciting before it. Not sentimental at all is Gavin Maxwell's account of keeping otters, now well shortened for young readers as The Otter's Tale (Puffin 50p).

Then there are the realities of the past. Vinland the Good, by Henry Treece (Puffin 50p) is exceptionally good; the story of the Viking settlement of America retains the dry, stic humour of the sagas from which it is drawn and

is both easy to read and deeply thrilling. Another classic it is good to have is The Eagle of the Ninth (Puffin 50p), among the earliest of Rosemary Sutcliffe's explorations of loyalty, friendship and courage; her style is swift and today, but this remains excellent reading. Loyalty and courage are forces too in Knight Crusader (Puffin 60p) in which Ronald Welch is not afraid to travel some of the same ground as Sir Walter Scott in The Talisman.

The other realistic adventures into the past go no further back than our own century. The Professionals, by John Harris (Puffin 50p) is a kind of schoolboy's Grande Illusion, capturing well the mixture of blundering and heroics of the First World War but ending with a rather unlikely, though exciting escape. This book never quite comes to terms with the price that may have to be paid; The Peppermint Pix, by Nina Bayden (Puffin 50p) faces things more squarely, though the death which really brings the notion of mortality home to the heroine is that of the pet pig which has grown big enough to be bacon; it is hard to define what is so good about this story of growth and change, but the reader will readily sense it.

The right reader will respond, too, to both past and near-present in Alison Uttley's A Traveller in Time (Puffin 45p), which develops slowly and richly its heroine's life in two worlds, one of which is the Habbington household in the years before the final, fatal plot to rescue Mary, Queen of Scots. An even stronger interweaving of past and present comes from Max's discovery that he owns the Bromley's toy soldiers, whose owners' imaginations can give them life, in the markedly original The Twelve and the Giant, by Pauline Clark (Puffin 60p). Again, past horrors break through into the present in An Enemy at

Green Knave, by Lucy M. Boston (Puffin 40p) and Mrs Oldknow, helped by Tolly, Ping and the house itself, has to war again with witchcraft.

Old Jadies seem highly instrumental in leading children into adventure in the current fantasy paperbacks; indeed, in The Ivory Ann, by Sylvia Fair (Puffin 50p) the heroine has to find the missing piece of a Chinese puzzle to lay a ghost and relieve two old ladies' hearts—the issue of the revival of the Welsh language seems a little extraneous here; in The Spring in the Mountain, by Judy Allen (Puffin 45p) another formidable lady drives their visiting children to take up her forbidden quest.

On the other hand, it is a pity that who spends much of his time as the handle of a cream jug, who draws the Lovell children through their adventures in Ann Lawrence's marvellously thought-out The Coward's Box (Piccolo 50p), at William's shell that takes him to Mary on a series of undersea ventures in William and Mary, by Penelope Farmer (Piccolo 50p) which is really about loneliness. With so much good fantasy that it is pleasing to see how well the Marvellous Land of Oz, by Paul Baum (Dolphin 60p) still stands for science fiction, rather than fantasy. The Dueling Machine Ben Hova (Puffin 55p) is a highly commendable adventure.

Finally, the point where time spills over into humour. One of favourite: Professor Branestawel is back in Professor Branestawel's Back in the Revolution, by Norman Loeber (Puffin 45p), gloriously about as ever. One new, splendid invention, Frank Friday, by Mary Rodgers (Puffin 45p), in which the heroine wakes up in her mother's body and, of course, vice versa, don't be misled by the film version into underestimating this hilarious adolescent dream-nightmare.

So what's new in metallurgy?

William Cleghorn

An Introduction to Metallurgy (second edition, SI units). By Alan Cottrell. Edward Arnold £11.00. 7131 2509 8. £5.00. 7131 2510 1.

"More than an excellent introduction," writes another reviewer in this journal, "it is a book which appeared in 1967 (earning for himself a modest permanence on the back cover of the second edition), for it reaffirms in a very positive manner that metallurgy is a discipline worth pursuing in its own right." Let's not beat about the bush: that judgment still stands—so what's new?

It may be an indication of diminishing returns to large-scale research effort that despite the publication of a number of new and widely used textbooks on the subject in the past few years, Cottrell's text is hardly changed. A new champion among superconducting alloys; the present tense replacing the future in one sentence about developments in fibre-reinforced composite materials; a dab of inflation account-

ing over the cash benefits of weight-reducing in aircraft: these are the lightest of brush strokes on the surface of an elegant and thorough exposition of scientific principles and their metallurgical applications that should withstand many more years of scientific and technological progress before such hairline cracks begin to widen and the structure. There is a crop of new references in the bibliographies appended to each chapter, as evidence that Cottrell has taken care to satisfy himself on many questions of metallurgical progress while he was engaged in rounding up and herding from the pages every last cog and all its c.g.s. siblings to make way for their SI cousins.

Evidently the facts have not changed much in nine years. What has changed, and is widely acknowledged to have done so, is the more sensitivity of the society towards the pursuit, in the classroom or in the factory, of applied sciences, metallurgy among them. Cottrell wisely prefaces his text by inquiring why we need metallurgy as well as all the other sciences. "If we wish to make an intelligent choice of a

Among this week's contributors:

John Beckwith is senior lecturer in Metallurgy at Bishop Copestone College, Lincolnshire. Ravindra Berry is a consultant psychologist. Don Canton is at the Handicapped Education and Aid Research Unit at the City of London Polytechnic. William Cleghorn is at the David Livingstone Institute of Overseas Development Studies, University of Strathclyde.

Gerald Balg is headmaster of Canon Maggs Church of England Middle School, Nuneaton. John Holloway is leader of Lycée d'Orphée of the London Baroque Players. Mary Warnock is leading a government inquiry into special education. Shirley Toulson is currently writing a book on the readership of contemporary poetry.

steel for a nuclear reactor pressure vessel... But by no longer just degree courses in metallurgy have not maintained their popularity since those words were published in 1967. It is because intelligent youth have begun to take up cudgels on other, more threatening fronts. The history of metallurgical science over the last 100 years or so is a record of towering success built on a rigorous pursuit of understanding of the properties of metals—and no amount of sensibility is going to change society's need for people who understand that.

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23 Books/Technical Subjects

Design for drawing

Ted Heasman

Design Drawing Two. By John Holder and Stoughton 95p. 340 19258 5.

Engineering Drawing and Construction. By L. C. Mott. Oxford University Press £3.95. 19 859114 4.

Engineering Drawing with Worked Examples. By F. Pickup and M. A. Parker. Hutchinson £2.25. 09 126451 0.

Technical Drawing Comprehension Exercises (second edition). By J. K. Wilkinson. Cassell 80p. 304 29653 8.

Technical Drawing Splitmasters. By W. F. Malcolm and P. K. Stoddart. Oliver and Boyd £7.00 plus VAT. 05 002965 7.

Introduction to Engineering Design. By N. L. Svensson. Pitman £2.50. 273 00717 3.

I feel as if I am describing old friends in reviewing these books for them as they are revised editions and one is a "follow-on".

John Rolfe in Design Drawing Two follows his first successful volume with another collection of drawings based on the everyday world. The author may be forgiven the occasional liberty he takes with a Graphic Communication motif for the sake of clarity: in book two he develops this approach still further. He provides good examples using the locus, ellipse, parabola, spiral, intersection and development. At the same time he gives every opportunity for students to become increasingly aware of the world around them and scope to develop their own ideas and interests.

Least successful, perhaps, are the stylized drawings which need to be drawn on grid paper. This is a valid technique but these particular examples appear too late in the books, following on as they do from so many good detailed drawings. Anyone looking for constructions and methods will not find them in Design Drawing Two but both

Engineering Drawing books provide these in as clear and concise a way as one could wish.

In the revised second edition of Engineering Drawing and Construction we have the excellence of the previous two. Seldom have I seen a book so well set out or prepared with so much care: as one thumbs through the book the chapter headings stand out for easy reference. Throughout this ISO metric edition, BS 308 1972 is quoted and used for all drawings, with the result that they are exceptionally clear. Wherever relevant other BS are introduced so that we have in this volume all that is needed for a sound understanding of engineering drawing.

In addition to the basic constructions and projections, dimensioning, tolerances, gauging, jigs, fixtures and press tools find their place together with cams and other engineering features. All through, the diagrams and text conveniently appear side by side.

I wish the same could be said for Engineering Drawing with Worked Examples by F. Pickup and M. A. Parker. For too often in this book one has to turn over a page or two to compare a drawing to the text only to find that the relevant one is hemmed in by others. The opportunity should have been taken to enlarge the format, or if this were not possible, to remove the borders of the drawing pages to make better use of the available space.

Nevertheless, we have a book which has stood the test of time. It was first published in 1960, went through six impressions before being revised in 1970 and four more impressions followed before the new revised third edition. An old friend to many and a valuable guide to a new generation studying engineering drawing, this book should find a place in schools and colleges as a handy reference.

Technical Drawing Comprehension Exercises by J. K. Wilkinson is another revised edition to come in line with BS 308 1972. It is a valuable teaching aid providing a

great deal of progressive practice of the basic concepts involved in orthographic projection. All the diagrams are clear, if a little crowded, and the instructions precise. This publication will give teachers considerable lesson material as also will Technical Drawing Spiritmasters by W. F. Malcolm and P. K. Stoddart.

Following the publisher's advice I ran off 250 copies of an exercise in orthographic projection from one spirit-master; the last were as clear as the first and I could have gone on but I have enough now for the next five years. The copies were easy to use on the drawing board and we found no difficulty when using a 2H pencil. I have prepared such sheets myself for years now, usually in more than one colour, and this book will be invaluable as a supplement to standard methods for the faster workers or for general revision. It is an added bonus to have the correct solution given on the top side of the spirit-master.

In a recent survey by the Independent Schools Careers Organisation, engineering is the most popular career choice for public sector schools. Whatever the background of the student, Introduction to Engineering Design by Professor N. L. Svensson of Sydney, Australia is the book for them.

Written for the student in the early stages of a degree or diploma course, the subject is treated as "primarily a study of creative problem solving". The book follows a logical development throughout as appropriate to the contents and is well illustrated. This is a valuable work of reference to anyone teaching design at any one of several different levels.

Integration and partial differentiation are required from the start, with the processes taken for granted. (Oddly, a chapter on logic circuits contains the basics of binary arithmetic which might certainly have been assumed knowledge.) There is a sensible progression of explanation of the theoretical and practical essentials of semiconductor physics. It is intellectually demanding, but the good

Amplification

F. W. Kellaway

Electronics. By K. J. Close and J. Yarwood. University Tutorial Press £5.00. 7231 0608 8.

Modern Electronics Made Simple. By George H. Olsen. W. H. Allen £2.95. 491 01758 8.

Electronics these days can be regarded as much as a science subject, and expectations are fulfilled. Their work is appropriate for students on degree or diploma courses in science or engineering.

The authors wisely make two stipulations for themselves. They have placed the emphasis on "semiconductor devices, circuits and systems where the signal fundamental frequency is below 100 kHz" with high-frequency and microwave work excluded because their study is better left to more specialized stages of the course. Second, they have minimized the use of integrated circuits, although there are no concessions to the innumerate.

Integration and partial differentiation are required from the start, with the processes taken for granted. (Oddly, a chapter on logic circuits contains the basics of binary arithmetic which might certainly have been assumed knowledge.) There is a sensible progression of explanation of the theoretical and practical essentials of semiconductor physics. It is intellectually demanding, but the good

undergraduate will find his needs efficiently met. The second book is designed for a different market. Whether the subject can really be "made simple" in the sense of the publisher's aspirations for a series created primarily for self-education "so that the gaining of knowledge now becomes an experience to be enjoyed" is, frankly, doubtful. What can be done is to pick out the bones, show what they are composed of, how they fit together, and what functions they serve. Mr Olsen has performed this anatomical exercise with aplomb and success.

He assumes no more than an acquaintance with elementary electricity, and he virtually eliminates mathematics. Some of the reasons why things work as they do must therefore be taken on trust. There are, nevertheless, remarkably clear explanations of, for instance, the principles of radio and television transmission and reception, rectifiers and photoelectric cells.

George Olsen starts at the beginning, even to the extent of defining and distinguishing between series and parallel arrangements of resistors, and between insulators and conductors. Then, through the standard diodes and transistors, he guides the reader to the complexities of amplifiers and oscillators, power tubes, integrated circuits and the digital computer.

In an era when the applications of science have produced technological miracles, a general appreciation of what they are all about should be available to the non-specialist. Mr Olsen's technique satisfies this criterion. And for those who wish to climb more academic heights, Messrs Close and Yarwood will help them.

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Basic Physical Science for Technicians A. B. Folland and C. W. Schofield TEC unit: Physical science I (U75/004) Publication August Paper £1.75 net approx

Engineering Science for Technicians Volume I J. McDonagh, G. Waterworth, and R. P. Phillips TEC unit: Engineering science II (U76/053) Publication October Paper £1.75 net approx

Construction Technology Volume I J. T. Grundy TEC unit: Construction technology I (U75/075) Publication October Paper £1.95 net approx

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## 24 Books/Technical Subjects

### Brick by brick account

A. G. G. Richards

Building Maintenance. By Ivor H. Seely. Macmillan £5.95, 333 17160 8.

Building Services and Equipment. By F. Hall. Longman £6.60, 582 4203 8, £4.50, 583 42032 6.

Industrial Studies for Construction Craft Students. Edited by I. M. Dublin and E. N. Turvill. Huddersfield Polytechnic Faculty of Education £2.25.

Industrial Studies for Building Craft Students. By R. C. Boulcher. Macmillan £2.95, 333 19389 2.

Brickwork Bonding Problems and Solutions. By W. G. V. H. Macmillan £1.85, 09 12787 6.

Building Maintenance is intended for final professional candidates and for graduate courses in building technology or economics. The strength of the book lies in a comprehensive and up-to-date treatment of maintenance, set out in the section entitled "Building Maintenance Problems and their Solution" and later applied in the chapters on "Execution" and "Supervision".

The high level study of maintenance (which is the book and in this review is taken to include also renovation and additions) needs no justification. No space is given to a discussion of maintenance policy, apart from the mandatory reference to the 40 per cent of our buildings which are due for replacement in this work; but in this appraisal of the book and its importance, some reference should properly be made to the policy of demolition and replacement especially in town centres.

There is a growing conviction that an alternative policy of maintenance could have preserved a heritage and saved a lot of money. In a time of deep recession and high unemployment in the industry, any builder prepared to do maintenance has a long waiting list more work than he can do. One reason is that both client and contractor are apprehensive about costs, which are difficult to determine accurately. The result is that valuable building stock is not being conserved.

These two points emphasize the

### Timber!

Woodwork. By J. Ivey. Blackie £3.45, 216 90249 5, £2.45, 902187 1.

General Certificate Woodwork. By H. E. King. Harrap £2.25, 245 52872 5.

Woodwork is a comprehensive guide to timber, tools and techniques required by those intending to take GCE O level, CSR or equivalent examinations. Although this book was first published in 1967, it has stood the test of time very well and this amended edition, amply illustrated, is now in metric units throughout.

The first half is on the development and handling of various timbers, followed by the use of each of the common woodworking tools, while the second half gives detailed information on the processes of shaping and joining of wood. The contents pages (over five of them) are arranged in a logical order, and the book is a good point of reference for those who, together with woodworkers, teachers should ensure that pupils are well prepared for their examinations.

General Certificate Woodwork was first published in 1947 and this, the sixth edition, is fully re-estimated. The primary purpose of this book is to help those pupils who are preparing for the woodwork examination in GCE and it has been so arranged to enable pupils to consolidate the necessary information and practical work in the two years prior to the examination. The three main areas of study—theory, drawing and practical work—are well covered, but inside a modern cover is a book which is a well-thought-out and well-written book. The publishers would have been well advised to pay more attention to the quality of the printing. Ian Gaston

economic of maintenance work, and the chapter on "Measurement and Pricing" is disappointing. The bulk of the text is a summary of almost the entire range of the measurement of building work with no special reference to costing of maintenance, and the examples worked through are purely addition/alteration work.

The book is splendidly served by a fine index and over 400 references. Written with the authority and competence we have come to expect from Dr Seely, it will be invaluable to students and to those in professional or commercial practice in the maintenance, alteration and improvement of our stock of buildings.

Volume one of *Building Services and Equipment* claims to cover the subject at the technician and higher technician level and the final professional examination of the Institute of Building. The claim is more than justified.

In 12 chapters it deals with cold and hot water supply, all aspects of thermal comfort and the disposal of surface water, waste, sewage and refuse. Brief notes explain the student of the scientific principles involved (e.g. in psychrometry) but these must have been mastered already by readers. The regulations are quoted and there is an interesting reference to the test pump; but this is not followed up by any detail about the potentialities of a total energy system. Practically the whole book is consistently devoted to the detailing of service equipment in use, covering the full range of buildings serving a modern community (including for instance district heating) but giving very reference to hospitals; perhaps this is being left for volume two.

The text is well written and concise, illustrated with over 400 drawings, many of considerable complexity. It has a table of contents

and a good index. This is a workmanlike book which would certainly meet the needs of students and services engineers engaged in design or production.

The two industrial studies books are products of the recent introduction of the subject "Industrial Studies" as mandatory for all City and Guilds courses in building crafts. The first is an adaptation of the teachers' and students' note books combined, and it has the relevance of material self-evidently tested in practice on the course. It has also something of the format of a nature usually seen in books produced, but any teacher or student using this book would derive nothing but benefit from it.

The Huddersfield production is a set of about 80 sheets of A4 paper in a loose-leaf binder, produced by working parties of teachers and students on how to treat this new subject.

There is some discussion of educational principles involved. Most of the sheets are outline lesson plans prepared with the thoroughness familiar to teachers with the logic of education experience. Being in the mind the limitations of students and the course conditions, one is left with a slightly overwhelmed feeling; it is as if a hammer had been set up to cut a nut.

Brickwork Bonding Problems and Solutions is made up entirely of drawings in elevation or plan, a few illustrating good bonding practice but most of them setting out solving 140 bonding problems.

This is a good use of paper material because the technical drawings are few and quickly set, whereas practice in applying it demands many drawings, some of which can produce a valid solution. These problems have a good mix of an essential part of his work.

The essence of their proposals is that a method of modelling and simulation will help, both in fostering good relationships and in solving some of the economic and social problems of our time. But there is much more to the book than this, vital as it could prove.

There is a review of the pattern of technological growth, with emphasis

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## 25 Books/Technical Subjects

### Reconciling the two cultures

F. W. Kellaway

The Humane Technologist. By Duncan Davies, Tom Banfield and Ray Sheehan. Oxford University Press £4.75, 19 856325 7.

The Existential Pleasures of Engineering. By Samuel C. Florman. Bantam and Jenkins £3.75, 214 20228 3.

Technology is much misunderstood, and technologists often more so. Charges that they are largely responsible for widespread misery and destruction, and for a deteriorating quality of life, are abundant.

Now, coincidentally, come two effective replies. In the important Science and Engineering Policy series three members of the staff of Imperial Chemical Industries examine the problems involved in improving the linkages between technology and its users and its opponents. Increasing contacts of the technologist with society, and the growth of constraints (especially political, economic and cultural) on his decisions and actions, mean that a far greater mutual understanding is essential.

The essence of their proposals is that a method of modelling and simulation will help, both in fostering good relationships and in solving some of the economic and social problems of our time. But there is much more to the book than this, vital as it could prove.

There is a review of the pattern of technological growth, with emphasis

on reliability, economy and acceptability. The authors consider natural resources, threats of famine and disease, and the relationships of saving, investment, and money systems. They continually stress the human situation, associated questions of population, education, environmental pollution and control, and (a feature which accords remarkably with its context) the message of Machiavelli's *The Prince*.

The triumvirate have written this book "to stimulate discussion, and it would be disappointing if it were received with polite applause or in stunned silence". In this they should not be disappointed, but they may expect criticism that they have not overcome the difficulties of communication with non-technologists who will not always find their language easy to follow. There are assumptions of pre-knowledge which are unjustified. As elementary instances, the very first illustration is a Venn diagram, not designated but not defined, and explained. R and D is a term suddenly introduced, in that form, without clarification, though it is spelt out in the index; while the uninitiated reader must be alert to interpret DCF analysis, and indeed other quasi-mathematical references.

Assume, however, that the technique of modelling is understood, and the principles of the synoptic or "top-down" and synthetic or "bottom-up" forms are appreciated; then the arguments advanced, with abundant exemplars, are persuasive in the extreme.

To ensure future generations of more "complete" technologists, competent to devise the desired models and to interpret them to

others, and fitted to work, or play, alongside these others, the authors consider education and desirable reforms. Here again a restatement of objectives is sought, with appropriate inter-relationships of basic education, specialist studies and the assembly of skills. Pupils should have wished to see numeracy also; "firm foundations" are essential; while "disciplinary boundaries" are necessary, with "interdisciplinary attacks fairly late in the educational process, perhaps with emphasis on post-experience studies as in the business schools".

There need be no cavil at this; but when we are told that "technology is not the engineering profession, but democracy, that is on trial, it is not, he asserts, "runaway technology" but "people making choices" that has created our present alienations and anxieties.

Now it is for the engineer to proclaim the existential gratification that his work affords. "Analysis, rationality, materialism and practical creativity do not preclude emotional fulfilment". There will be no utopia for "human beings are too varied, too fickle and too wild". But there can be ideals, and the engineer can be proud of his contribution to a society striving towards those ideals. His experience can lead to "the good life".

In writing that "the engineer uses the logic of science to achieve practical results, while the existentialist is guided by the promptings of his heart which, as Pascal said, has its reasons that reason cannot know" Mr Florman has, as a practical matter, been one of concord, not a battlefield?

the antagonism between "the two cultures". This antagonism, he believes, is due to a misapprehension of "the nature of the engineering experience" and he denies that technology is inherently evil and destructive.

He does not shrink from citing the propositions of anti-technologists, though their supporters might feel that some quotations might be selected as most salient. Two of the targets are thoroughly demolished.

However, despite a recognition of corruption and exploitation, environmental damage and structural disaster, Mr Florman believes that it is not the engineering profession, but democracy, that is on trial, it is not, he asserts, "runaway technology" but "people making choices" that has created our present alienations and anxieties.

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### Physical

Physical Science for Technicians: A First Level Unit. By W. Bolton. McGraw-Hill £2.25, 07 084216 7.

Readers of Mr Bolton's original and thoughtful text *Patterns in Physics* will recognise the easy style of *Physical Science for Technicians*. This book is intended for people studying a first level physical science course towards the certificate and diploma awards of the Technician Education Council and is based on the objectives of that body's Physical Science Unit (TEC U75/004) which are discussed in the introduction.

The first four chapters are devoted to mechanics with a strong emphasis on materials. Graphical presentation of data and its interpretation are introduced at length and basic notions such as units, the SI and powers of 10 are dealt with as required. A chapter on uniformly accelerated motion defines Newton's first law and describes the second law without formal definition.

The concepts of energy and fluid pressure are both well illustrated and applied. Chapters on heat, electricity and waves (reflection and refraction only) follow and the book concludes with a chapter on chemical reactions which includes sections on the chemistry of air and the electrochemical series. Chemical symbolism is not introduced at this stage.

Though the course is built around set objectives, the author also includes a wide range of additional information of industrial and economic interest. Numerous problems are provided at the ends of chapters together with a few general discussion points and short bibliographies for easy reference. The book is adequately illustrated with diagrams and several monochrome plates and, despite some minor inconsistencies, is a most readable introduction to the subject.

Peter Huw Morgan

### Practical maths

Joyce Linfoot

Managing Mathematically. By Terry Green and John Webster. Macmillan £4.95, 333 19113 7.

This book has been planned for students in polytechnics, and particularly for part-time students who already have some business experience. For those who have never learnt much mathematics it is better, Alan Hale writes in his introduction, to begin with the formulation and analysis of practical problems, and to postpone the teaching of mathematical techniques until the students see the necessity for them.

Writing according to this plan, the authors begin with the apparently simple question "How should the manager of an hotel organise the changing and laundering of sheets?" and on this basis continue to discuss histograms, frequency tables, standard deviation, probability models, and the normal distribution. Temporarily abandoning the problem, they then write two chapters on linear and other functions, and after this the sheets are brought in again, and on their account the reader is involved with sets of linear equations, the representation of linear inequalities, and linear programming.

But, as the authors say, "sophisticated models are often lengthy and difficult"; the original problem having proved intractable, a simpler one is substituted, and, finally, solved.

### Eating safely

Why Additives? The Safety of Foods. Revised and edited by the British Nutrition Foundation. Fawcett Publications, Harrow House, Queensway, London W2. £1.50, 501762 00 1.

Fifteen authoritative contributors write about preservatives, antioxidants, emulsifiers, stabilizers, colouring agents, flavors, sweeteners, nutritive additives in bread, and other food additives, and also the safety of milk, poultry products, and other foods.

To give such a bold outline would be unfair if one did not mention that there is useful practical advice on sampling and the collection of data, and equally useful warnings that the answers which come out of computers are no better than the programmes which go into them. It should be added, too, that the book was never intended as a substitute for a lecture course on statistics, but only as a supplement, and as an encouragement for students who fight shy of mathematical thinking.

As such, it may be helpful, given the existing situation. But it is interesting to note that the authors begin a course in management studies having learnt so little relevant mathematics at school, or needing to be told that for success in an examination "learning the techniques is not sufficient; they must be understood as well".

It is perhaps not always wise to encourage students to criticize questions set in examinations. They should think very hard before assuming that a question has been carelessly set; in particular, they should learn that words such as "significance" are used more precisely in statistics than in common parlance.

effects of food additives, in this paperback publication of 75 pages. The presentation is in the form of a symposium treatment of the controversial subject of adding chemicals to food. The presentation of facts about the merits and demerits of the case will doubtless allay the understandable anxieties of many consumers.

This is an excellent monograph for all students of home economics, hotel and catering and for science teachers. It is a well-written and well-illustrated book. It is available from Fawcett Publications, Harrow House, Queensway, London W2. £1.50, 501762 00 1.

### Foundation Design Simply Explained

John Faber and Brian Johnson

The first edition of this book, published in 1961, immediately became popular with students of engineering and architecture, as well as with draughtsmen and assistants interested in a practical understanding of foundations. In this new edition, the text has been brought completely up to date, and is in line with the latest Codes of Practice—CP2004:1973 for Foundations and CP110:1972 for Structural Concrete. S.I. Units are used throughout. Second edition £3.95

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John Faber and David Alsop

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Andrew C. Palmer

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**Oxford University Press**

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R. J. Besanko and T. H. Jenkins

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### Engineering Drawing and Construction

L. C. Mott

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### Motor Trade Management

Alan Shier

This book provides coverage of the relevant syllabuses of the Institute of the Motor Industry, the Institute of Road Transport Engineers, and the City and Guilds of London Institute Motor Vehicle Technicians course. It is aimed at students who have followed practical technical courses and who need a book relating to their own specific needs in the motor trade. Paper covers £1.95 forthcoming



# Sounds of war

The Imperial War Museum opens its sound records archive this week. JIM BROMWICH reports

Recordings have been used to stimulate and provide variety in the classroom for many years. But only recently have the benefits of academic interest in oral history begun to emerge.

The dramatic changes of the twentieth century have sharpened our awareness of what we are losing in experience and memory as the older generations disappear. The Imperial War Museum was one of the first to recognize the need to create a sound records archive and in its work since 1972 has assembled more than 3,500 hours of recordings—one of the largest collections in the country. This archive is now open to the public for the first time.

The Sound Records Department will be of considerable benefit to the educator, as well as the professional researcher, in far wider fields than simply the recollection of wartime experiences. The museum's terms of reference are broad: a very wide spectrum of material is covered by 'aspects' of the war, while for the majority of people, are probably the two most significant events of this century. Despite the vast scope offered, the department has pursued a coherent policy of development both in making its own recordings and in acquiring others.

Initially its own work, naturally enough, was concentrated on the First World War. It has completed five series of interviews dealing with different aspects of the war. As well as such obvious topics as the Western Front and aviation, there is

a collection which covers the experiences of ordinary seamen, illustrating life on the lower deck between 1910 and 1922, and assessing the impact of the war on naval life.

There are plenty of interviews with industrial workers recapturing the mood of the Home Front (and shedding light on the role of women), and useful, perhaps unexpected, material on the anti-war movement. The department has also embarked on two projects covering the inter-war period and again has struck a balance between the straightforward and the imaginative: mechanization in the British Army is coupled with the Spanish Civil War and life in the army in India.

The thematic approach has helped give direction to interviews and a rationale for selecting interviewees. The care and preparation is obvious in the attention to detail, length and precision of the replies arising from the infrequent but sensitive questions of the interviewees.

Of course, quality does vary—many of the speakers are, after all, in their eighties—but there is an extraordinary sense of reality in their recollections. One soldier vividly remembers being specially selected to dig out the sentries' mud-filled boots over his charcoal fire in a dug out. It is interesting, too, to note that men in 1914 were as struck by the famous pointing Kitchener poster as boys are now.

Vivid memories can sometimes modify, at least, our picture of a period provided by documents, and

occasionally can even bring into question conventional interpretations. Certainly the anti-war movement interviews show up the complexity of the issues and the wide variety of responses of the participants and the people with whom they came into contact.

Many recordings have produced such more than the project files suggest: a Welsh soldier spent many reads describing his pro-war life as a wagoner and gamekeeper in North Wales and the local folk traditions. An upper middle class lady in the land army relates the absurdity of looking after family pets dumped on her for the duration, and milking a cow for the local pub.

The by-products of the interviews are as interesting and, in a sense, as important as the main themes. The department is aware of this and takes considerable pride in the authenticity that emerges so clearly from the material.

The BBC sound archives are naturally a goldmine of material. The Imperial War Museum has been able to buy on cassette many broadcasts from the Second World War. News broadcasts, correspondents' reports, and contemporary talks ranging from Raymond Gooden describing from the roof of the BBC the white streaks of the German bombers and the red glow of the fires (with London churches alighted on the skyline) to Richard Hillary analysing his feelings at being shot down in a dog-fight.

D-Day comes alive again from a sinking landing barge and from noisy background gunfire at the battle of Arnhem (and what is lost in recording technique is more than made up by the powerful actuality of the event).

Uncopyrighted BBC sound material is also steadily being acquired: royal speeches, ministerial broadcasts, and so on, from the war itself, supplemented by pre and post-war recordings. Television material—inevitably, for example, from the BBC's *Great War* and Rediffusion's Mountain programme—has been obtained, too.

Miscellaneous collections, such as Nazi leaders' speeches and Roosevelt's fireside chats, are found by the ENSA recordings, founded by BF network in a Cologne cellar, which have provided the museum with a collection of very early Ted Heath band broadcasts. More fun, perhaps, than the 'sound effects' of war which the department hopes to put together soon.

For the teacher the great advantage of all this is that it is not confined to the museum. Listening equipment is available and small groups of eight to 10 students could be accommodated in the department's own room, while large parties can hear material via the museum's very helpful education service. But what is really exciting educationally is the possibility of re-recording any selection.

Tapes, both cassette and reel, are sold in quarter-hour units. An

hour's tape, costing only £2.50 in cassette form, could contain particular units: the interviews selected from interviews or other archival material; he may choose. He can select the quarter-hour units from the catalogue, which give a very full breakdown of the recordings.

If he wants 'Trench life: rain, mud and mud', described by a soldier, the catalogue will tell him exactly which reel of the interview it is on and that will be copied for him. In 50 per cent of cases there are full written transcripts as well, and of course this property will increase. Ideally the teacher should have the material himself and copying is offered for the spot: a half-hour's work for a hour's recording.

The potential of such easily available resources is enormous. The authenticity of real experience in the trenches can be brought into the classroom; El Alamein can be studied not simply at the level of high school, but also with a heat of his battle report from the BBC radio. Adolescents learning about the role of violence cannot have a earlier generation faced it, and so rejected it, and actually live to their arguments. A whole series of lessons could be structured round the recordings available on the role of the war, the role of the soldier, the role of the woman, both in the war and in the home. There is even a description of G. B. Shaw visit to a Royal Flying Corps squadron in France to brighten up a flagging lesson on Major Bala

Around 10,000 children visit the Isle of Wight each year, according to the Isle of Wight teachers' centre, which has prepared a file of information to help schools organize visits. It gives suggestions on places to visit, safety, organization and wet weather activities. It is also duplicating masters on natural history, geology, history, agriculture and industry. The file is available from the Isle of Wight Tourist Board, High Street, Newport.

Gateway's film *The Human Eye* has won the British Sponsored Film Festival award for educational films. The film centres on the structure of the human eye with that of other animals. It has a running time of 15 minutes and is intended for use in secondary schools. Gateway Educational Media, Waverley Road, Yate, Bristol.

## Slide-Tape Competition for Schools

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## Wider horizons for Mary Glasgow

by Carolyn D'Grady

Mary Glasgow Publications, a company which so far has been almost exclusively associated with the production and distribution of materials for modern language teaching, is broadening its activities. In September it will bring out the first edition of two new magazines for remedial reading and science.

This will be followed by a third magazine on geography, which will appear in the spring of 1978. All the magazines will broadly follow the same format as their successful magazines for modern language teaching.

In addition in August, Mary Glasgow will become the United Kingdom distributor for the materials—mainly filmstrips—produced by Educational Audio Visual Ltd. EAV's productions are at present distributed by E. J. Arnold. Like those produced by Mary Glasgow, EAV's materials are largely aimed at secondary schools. They cover a wide range of subjects, but are particularly strong in history, the arts and social sciences.

Mary Glasgow is able to expand its activities in this country partly because of its success abroad—80 per cent of the company's sales are made outside Britain: in Europe, the Commonwealth countries and North America. It is relying on large sales of its new magazines which are being sold at subscription prices.

The new remedial reading magazine, *Now*, will be aimed at young adolescents in secondary schools.

with reading ages between 7.5 and 8.5 years. It will contain articles and opportunities to practise writing and each edition will be accompanied by a teacher's guide and a quiz sheet to provide additional exercises. Like the other magazines it is hoped that pupils will take *Now* to read at home with their parents or friends as well as using it in class.

Teachers will be able to take out a subscription to all nine issues of *Now* for 90p and additional copies of each issue will be available for class use at 10p per issue. The first series of *Now* will be kept in print for up to two years after which time a new series will be introduced.

*Quest*, a magazine covering scientific, technological and environmental subjects, is aimed at 12 to 14-year-olds. Like *Now* and *Geo*, its geographical counterpart, it will take topical items and relate them to the subjects it covers. All the magazines have been extensively tested. The *Quest* pilot version contains, for example, information on artificial parts which help people who are in some way handicapped. The information follows on from an article on the television bionic man and woman.

Two pilot issues of *Quest* have already been produced and circulated and a full series of six issues will be published annually. The subscription price is £1.25 or £1.30 or more. *Geo*, the third magazine, will look at geographical subjects and is

aimed at 14 to 16-year-olds. It will, says Mary Glasgow, include "a wide range of source materials which are not readily available elsewhere". Part of the magazine will be in colour. An annual five issues will cost about £1.75.



"The blimp's growing." *Geo* will appear in each edition of "Quest". This is how it will be seen in the pilot version.

## Leisure crafts

Three new leisure crafts books deal with *Silvercraft*, *Making Chains and Pin and Thread*. These two guides are attractively produced and lavishly illustrated, often in colour. They make encouraging introductions to crafts for the beginner or amateur.

*Silvercraft* deals mainly with simple jewellery such as rings, pendants and cuff links. It explains the basic techniques and terms used and gives a list of tools. At the end of the book there are suggestions for making larger items such as boxes and buckles, and for decorating articles by enamelling.

Thread picture making is a relatively new craft involving drawing thread around pins to make designs. Shapes such as circles, ellipses and triangles are possible and there is an enormous range of materials. *Pin and Thread 2* is simply an extension of *Pin and Thread 1* but could be used independently since the craft is very easy to master.

People who are not very keen on crafts often enjoy making something of scope for them in *Making Chains*, which includes very simple items alongside more complicated ones.

The books cost 50p each from bookshops or 65p direct from the Leisurecraft Centre, 210 Jerden Place, London, SW6. Frances Foster

UP 2011 1250

# TALKBACK

## Exchanging stories

Mary Ticehurst

On four dull, rainy Thursday afternoons last term 10 13-year-olds from Broadnook Comprehensive School, Weston-super-Mare, passed 11 10-year-olds from Uphill Junior School, three-quarters of a mile away, en route for an important meeting. They were taking part in a story-writing scheme in which they wrote for one another, in pairs, instead of for a teacher.

It had not been easy to set up the scheme. Only one of the Broadnook children's English lessons was long enough (70 minutes) to allow for the walk between schools, and this occurred immediately after lunch, at 1.10 pm: the junior school did not start afternoon school until 1.30 pm. The half-hour was used, on the first occasion, for the children to meet and find out as much as they could about one another's backgrounds, tastes and interests.

This comment afterwards from a Broadnook boy is typical: "When we started I didn't know what to say, but after a while we began to talk about our interests. I was talking about when he went to the fair. He is a lot more talkative than I would have thought. He said his favourite kind of books were adventure books. I thought he was pretty small for his age."

Before the next three Thursdays, at three-week intervals, 42 stories were exchanged and read. At these meetings the conversation was

mainly about the writing they had done for one another. Several children chose to write serials, and the older ones tried to adopt some of Suki's own style with a touch of her own. There was a real attempt to be constructively critical, both of their own and one another's stories, as is shown from the reaction of this Broadnook boy:

"All the stories I have written are meant to be short, but I get too involved with them. This story is meant to be simple and easy for him to understand, but I think he will not understand bits of it. I like my story because there are plenty of things I can add in the next episode."

No one produced careless or badly presented work, and several of the younger children had taken pains to provide illustrations. The subject matter reflects the children's reading and television-watching. Several older boys wrote competently about war or cowboys, and younger boys about James Bond, Bionic Man or Jaws. Perhaps slightly disturbingly, many younger boys mentioned ghosts or vampires, murder or mystery.

There were few animal or football stories: the personal interests which did emerge came mainly from older boys—in particular, cycling and angling. There was a marked girl bias in the younger age-group's "family and leisure" stories (about camping, hiking, running, etc.) and in the older ones (about hijackings, shipwrecks, plane crashes), in which the experiences were those of adults.

Among the 138 stories there is a great deal of impressive writing. There is astonishing detail: My suitcase was full of the things I needed. At the bottom a rubber ducky, then a tin of shaving cream, then a pair of socks which, when turned inside out, was a perfect camouflage agent's suit and inside the tie was a rope. Next I had a casual suit but which

compacted three knives, a pair of dark trousers which went with the suit. For the shoes I had a pair of daps, a pair of comfortable boots and a pair of formal shoes. I also had a pair of rubber gloves and one of these mini-put-together things. There is gentle humour:

"Suki was extremely spoilt in a nice way, because Mrs Violet loved her so. There was Suki's bed and Suki's tent and Suki's plate and Suki's own chair with a silk cushion on it. And if that wasn't enough, Suki didn't eat on the floor like other dogs. Oh no, Mrs Violet wouldn't dream of it. She ate off a special table appropriately named 'Suki's table'..."

There is tension: "It was about 7 o'clock, and freezing cold. I sat on the overturned bucket and waited, and waited, and waited. The mist was rising up and the sun came out like an octopus with long, long arms reflecting off the water. Bang! The noise of dynamite shattered my ears. It came from just around the bend in the river. I knew at once what was going on. Poachers used dynamite for fishing. They just light it and drop it in the river. It blows up and all the dead fish float to the top. If it were poachers, I would have to keep out of the way..."

There is realism, as in this younger girl's account of experiences in Cyprus: "... then we were told to go to the airport. Before we left I took a knife and went to the beach and carved my name in big letters on the sandstone and it's still there now. We got home safely. We still have pictures of the way which we and we have that recording of an accident to extinction. Occasionally, there is vision: "It was real. A cock pheasant was standing in the garden pecking at a stale crust which John had put out for the birds the day before. Tears came into his eyes. He wanted to laugh, or cry, or stand

on his head or kick a ball. He wanted to die for the bird. The children seem to have valued this experience socially more than in any other way. There were scarcely any absentees, and they all appreciated the opportunity to make new friends. The mutual help they could give was a change from the one-sided relationship with a teacher.

The project was a break from school routine, and a stimulus to new ideas. The older children found it illuminating to be reminded of the kinds of story they had written when they were younger. One boy summed up his feelings rather grandly: "I think I would never regret taking part in a course of this kind because not only is it further education, it is further experience."

Two other Broadnook girls worked with sixth-formers instead of with younger children, and the partnerships worked well. The sixth-formers valued the experience as an opportunity to do some original writing, an accident to extinction writing, and as a link with main school.

One partnership agreed to record their meetings. The tapes are in the school files, and the conversation turns out to be essentially an interview, in which the older girl takes the initiative and guides her junior school partner with remarkable poise, and then disarmingly applies the criticism to herself.

Carey: "You could have quite a lot to say 'cos you know what to write. It was good writing. It's just that on this thing once you start you carry on and on, don't you? You don't stop."



Mary Ticehurst teaches at Broadnook School, Weston-super-Mare, Avon.

## A tale of two schools

Mark Phillipson

It could have been a complete shambles. With fourth-year boys in black blazers and first, second and third-year boys in blue, there might have been fights between the respective years. There weren't. This year has progressed smoothly with only the usual amount of fighting and that was not due to the different colours of the uniforms.

I am in the last year that sat the 11plus and passed for the grammar school. Now things have gone comprehensive, and all the middle

school children have moved in with us. Our building, in fact, used to be the first and second years of the grammar school, the senior part being about a mile away.

But there was no room for us up at that building—the high school, we now call it. So we are in fact the first and second year of the school and the second year of the high school. Our parents receive letters and notices from the heads of both schools.

Though we are two schools in one building, there is no rivalry. The schools are split into three houses: Armstrong (my house), Stephenson and Collingwood. Some pupils from each of the four years are in each house.

In the play-yard the fourth years gladly let the third and older years join in cricket and football, and praise them as much as players of

their own age, for good play. This was, *vice-versa*, except for the praise, as fourth years are naturally expected to be better anyway.

When we compete against other schools we could represent one school one day and the other the next. Someone from our fourth year was in the middle school ensemble at the Lyndale Music Festival, yet our under-14 rugby team, which is drawn from the fourth year, represents the high school, not the middle school.

On Mondays and Fridays the schools have assembly together. We (the fourth year) stand at the back as we are the oldest and tallest, with the other three years all clogging in their almost new blue, standing in front. The headmaster of the Middle School takes the service. On Tuesdays and Wednesdays we

don't get assembly at all, but the others do. On Thursdays a real headmaster from the High School takes the fourth year alone for an assembly which makes us feel we aren't forgotten.

Staff come down from the High School to take us for special subjects like Latin which the other years do not get.

Our form teacher, at the beginning of the year when the Middle School had merged in, said that we then I have to explain why fact I am soon going to the Middle School every day. An odd thing, too, is that after being in a fourth form for a year I will go "up" into a third form next September!

Mark Phillipson is a pupil at Queen Elizabeth High School, Hexham, and attends Middle School, Northumberland.

## A Bill of Wrongs

Frances Fox Sandmel

"I mean" was the key word, unanimously voted by a group of 10 to 12-year-old boys and girls interviewed recently in our American elementary school on the subject of children's minds? I eagerly responded to my invitational as teacher-interviewer, the children immediately took off into a spirited and sometimes indignant discussion of the status of being a child. "Bill of Wrongs" based on common experiences with parents and other adults in everyday life. One boy in a cloud of your room and theirs is just as bad. "If something goes wrong, parents believe your little brother or sister, or the baby-sitter, or your friend"

covers that their mind instruments had recorded during flight. "We have some good answers to the world, but no one listens," was a comment that represented the thought of many of the children. "If you don't get your own way, your clamour often heard, as well as, 'It's confusing!' and, 'Grown-ups are supposed to respect us just like we're to respect them, but they don't'."

"Parents get angry at things that aren't important." "Different parents have different rules." "Parents argue over something that has nothing to do with you and you get stuck in the middle." "Parents don't let you interrupt a discussion even when you say 'Excuse me' the way they've told you to." "Parents want you to be perfect, and nobody is." "Parents are in a cloud of your room and theirs is just as bad." "If something goes wrong, parents believe your little brother or sister, or the baby-sitter, or your friend"

mother instead of you." "They don't listen." There was general agreement with the statement, "They get angry at something that's going on with them, and they take it out on you." But the interviewee changed direction when one child said in surprise: "You know, there's no different from what we do to them! We come back from school after a bad day and we're mean to them!"

After this discovery, coming at the peak of a series of complaints that seemed to condemn parents, the children were encouraged to put on shoes larger than their own, and to pretend, in this costume play, that they stood in their parents' places.

Some of the ideas that came out of this play-acting were: "Perhaps too much is going on at a certain time for parents to hear us." "Perhaps they're tired when they don't understand us, and they need an aspirin rather than another argument."

"They punish us so that we don't do the same wrong things when we're older." "Sometimes they make stupid mistakes too, and blame when the wrong person gets it."

"Maybe they get upset when we don't act perfect because they're afraid they aren't successful when bringing us up right." "Maybe we do wrong things because we don't listen to what they really want." One child said: "Parents have different needs than we do."

As interviewer I then asked the children what they thought some of the heads of parents were. The answers had a wide range. "Parents need quiet, soft things, and we need things we can make noise with, and hard things that are fun." "Parents need jobs to get money to support their families, and they need to get their jobs." "Parents need lots and lots of time in the bathroom." "Parents need time to think about themselves sometimes, not just about the children." "Parents need to be

and sometimes." "Parents need the love of other adults who have gone through as much as they have." The group discovered that many of the needs they mentioned were children's needs too. "Sleep to get ready for another day." "A good home." "To be proud, to be happy, to be mad sometimes too." "They need to have ideas. Without ideas, the world is doomed." "They need to be understood. To be listened to." "They need to listen."

The most agreed-upon idea was that parents and children need to listen to each other more carefully, and take the time to talk to each other, and understand each other. Love, along with listen, was the word most often mentioned. The children summed up their discussion. "Parents and children need love, to have peace." "Without love, what is life?"

Frances Fox Sandmel teaches at Clifton School, Cincinnati, Ohio.



# Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

## Appointments vacant

Nursery Education	28
Headships	28
Other Appointments	28
Primary Education	28
Headships	28
Deputy Headships Senior Masters/Mistresses	28
Heads of Department	30
Scale 2 Posts	30
Remedial Posts	30
Scale 1 Posts	30
Middle School Education	
Deputy Headships Senior Masters/Mistresses	31
Remedial Posts	31
Art and Design	31
Domestic Subjects	31
English	31
Mathematics	31
Modern Languages	31
Music	32
Technical Studies	32
Other than by Subjects	32

Secondary Education	
Headships	32
Deputy Headships Senior Masters/Mistresses	32
Remedial Posts	41
Art and Design	41
Classics	41
Commercial Subjects	41
Domestic Subjects	41
Economics	42
English	42
Geography	44
History	45
Humanities	45
Mathematics	45
Modern Languages	46
Music	48
Pastoral	48
Physical Education	49
Religious Education	48
Science	49
Social Studies	51
Speech and Drama	51
Technical Studies	51
Other than by Subjects	53
Sixth Form and Tertiary	
Colleges	52
Scale 1 Posts	55

Special Education	
Headships	55
Deputy Headships Senior Masters/Mistresses	55
Heads of Department	56
Scale 2 Posts	56
Scale 1 Posts	56
Independent Schools	
Headships	56
Deputy Headships Senior Masters/Mistresses	56
Remedial Posts	57
Art and Design	57
Classics	57
Commercial Subjects	57
Economics	57
English	57
Geography	57
History	57
Mathematics	57
Modern Languages	57
Music	57
Pastoral	57
Physical Education	57
Science	57
Social Studies	57
Technical Studies	58
Other than by Subjects	58

Preparatory Schools	
Headships	58
Classics	58
English	58
History	58
Mathematics	58
Modern Languages	58
Music	58
Pastoral	58
Physical Education	58
Science	58
Other than by Subjects	58
Colleges of Education	61
Adult Education	62
Community Homes and Associated Institutions	
Headships and Deputy Headships	62
Assessment Centres	62
Youth and Community Service	62
Overseas Appointments	63
Administration	
Local Education Authority General	66
Child Care	66
Educational Psychologists	66
Examiners	66
Librarians	67
Ancillary Services	67
Miscellaneous	67
Outdoor Education	68
English as a Foreign Language	68

## Appointments wanted

## Other classifications

Education Courses	61
Awards and Scholarships	61
Personal Announcements	66
Exhibitions	66
Entertainments	66
For Sale and Wanted and Postal Shopping	66
Holidays and Accommodation	66
Home Exchange Holidays	66
Partnerships	66
Properties for Sale and Wanted	66
Typing and Duplicating	66

## Nursery Education

### Headships

**WAKEFIELD (City of) METROPOLITAN DISTRICT COUNCIL**  
**WILKINS NURSERY SCHOOL**  
 Group 4 (3-5 years)  
 HEAD TEACHER required for this 40 place Nursery School. Previous experience in this field essential. Closing date for this post 15th July 1977.  
**HEATHVIEW NURSERY SCHOOL**  
 HEAD TEACHER required for the Nursery School which will accommodate 30 children. Closing date for this post 15th July 1977.

### Other Appointments

**BERKSHIRE EDUCATION SERVICE**  
**WILKINS INFANT SCHOOL**  
 Headship, 3-5 years, 40 places.  
 Closing date for this post 15th July 1977.  
**WILKINS LOWER SCHOOL**  
 Headship, 6-11 years, 100 places.  
 Closing date for this post 15th July 1977.  
**BERKSHIRE EDUCATION SERVICE**  
**WILKINS INFANT SCHOOL**  
 Deputy Headship, 3-5 years, 40 places.  
 Closing date for this post 15th July 1977.

## Primary Education

### Headships

**AVON COUNTY COUNCIL**  
**SCHOOL OF CHRIST THE KING**  
 Headship, 4-11 years, 100 places.  
 Closing date for this post 15th July 1977.  
**AVON COUNTY COUNCIL**  
**SCHOOL OF CHRIST THE KING**  
 Deputy Headship, 4-11 years, 100 places.  
 Closing date for this post 15th July 1977.

### Other Appointments

**AVON COUNTY COUNCIL**  
**SCHOOL OF CHRIST THE KING**  
 Deputy Headship, 4-11 years, 100 places.  
 Closing date for this post 15th July 1977.

## Primary Education

### Headships

**CHESHIRE EDUCATION DISTRICT NO. 1**  
**ST. MARY'S (C.C.) INFANT SCHOOL**  
 Headship, 3-5 years, 40 places.  
 Closing date for this post 15th July 1977.

### Other Appointments

**CHESHIRE EDUCATION DISTRICT NO. 1**  
**ST. MARY'S (C.C.) INFANT SCHOOL**  
 Deputy Headship, 3-5 years, 40 places.  
 Closing date for this post 15th July 1977.

## Primary Education

### Headships

**CHESHIRE EDUCATION DISTRICT NO. 1**  
**ST. MARY'S (C.C.) INFANT SCHOOL**  
 Headship, 3-5 years, 40 places.  
 Closing date for this post 15th July 1977.

### Other Appointments

**CHESHIRE EDUCATION DISTRICT NO. 1**  
**ST. MARY'S (C.C.) INFANT SCHOOL**  
 Deputy Headship, 3-5 years, 40 places.  
 Closing date for this post 15th July 1977.

## Deputy Headships Senior Masters/Mistresses

### Headships

**AVON COUNTY COUNCIL**  
**HARFIELD JUNIOR SCHOOL**  
 Deputy Headship, 6-11 years, 100 places.  
 Closing date for this post 15th July 1977.

### Other Appointments

**AVON COUNTY COUNCIL**  
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 Deputy Headship, 6-11 years, 100 places.  
 Closing date for this post 15th July 1977.

## Deputy Headships Senior Masters/Mistresses

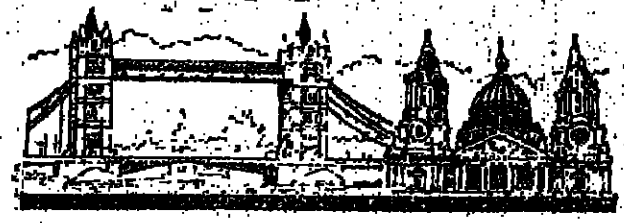
### Headships

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**HARFIELD JUNIOR SCHOOL**  
 Deputy Headship, 6-11 years, 100 places.  
 Closing date for this post 15th July 1977.

### Other Appointments

**AVON COUNTY COUNCIL**  
**HARFIELD JUNIOR SCHOOL**  
 Deputy Headship, 6-11 years, 100 places.  
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 See pages 52-53



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 A charge of 50p is made for Box Number facilities.  
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 Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to:  
 The Advertisement Manager,  
 The Times Educational Supplement,  
 One Printing House Square, Grays Inn Road, London WC1E 6BT,  
 by Monday for the following Friday's issue.

## Educational Appointments

**EDUCATION COMMITTEE**  
 Required for January:  
 Application forms obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by 11th July, 1977 (a.s.s. please).  
**Lawrence Briggs Infant School**  
 Lindhurst Road, Althorpe, Barnsley  
 Headteacher—Group 4  
**Springwood School**  
 Carlton Road, Barnsley  
 Headteacher—Group 6 (8) of this ESN (M) school with 120 pupils.  
**Willthorpe Junior School**  
 Greenfoot Lane, Barnsley  
 Headteacher—Group 6  
**Wombwell Highfields Junior School**  
 Newsome Avenue, Wombwell, Barnsley  
 Headteacher—Group 5  
 Member of Permanent Supply Staff (Scale 2 or 3)  
 (To take mainly in the area of English and General Studies in the Authority's Secondary Schools.)



## PRIMARY Deputy Headships continued

**BROMLEY**  
 Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher at the following school:  
**WILKINS INFANT SCHOOL**  
 Headship, 3-5 years, 40 places.  
 Closing date for this post 15th July 1977.

## DEVELOPMENTAL JUNIOR MASTERS

Applications are invited from suitably qualified and experienced teachers for the post of Developmental Junior Master at the following school:  
**WILKINS JUNIOR SCHOOL**  
 Headship, 6-11 years, 100 places.  
 Closing date for this post 15th July 1977.

## DEVELOPMENTAL SENIOR MASTERS

Applications are invited from suitably qualified and experienced teachers for the post of Developmental Senior Master at the following school:  
**WILKINS SENIOR SCHOOL**  
 Headship, 12-18 years, 100 places.  
 Closing date for this post 15th July 1977.

## County of Cleveland

**PRIMARY SCHOOL DEPUTY HEAD TEACHER (Group 4) (Re-advertisement)**  
**WEST DYKE INFANT SCHOOL**  
 Corporation Road, Redcar, Cleveland, TS10 1EW.  
 Required for January, 1978, or earlier if possible, a suitably qualified and experienced teacher. The vacancy arises in the middle infant area—interest and ability in music most welcome.  
 Financial assistance with household removal expenses is available in approved cases.  
 Forms of application obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN not later than 15th July, 1977.

## EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.  
 Required for January, 1978  
**CHURCH MEAD INFANTS**  
 Grange Road, London, E10 5JD  
**Deputy Head Teacher**  
 Group 6  
 Salary from £4929 to £5553 plus £297 London Allowance and Social Priority Allowance. Current roll: 545.  
 Application forms and further details obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 5QJ.  
 Closing date: July 20, 1977.



## ilea INNER LONDON EDUCATION AUTHORITY

**St. Mary Abbot's CE (JM & I) School,**  
 2 Kensington Church Court, London W8

# Headteacher

required for January, 1978. Roll 225. Burnham Group 5. Salary £5,184-£5,808, plus £501 supplement, plus £402 London Allowance. The school is situated off Kensington High Street, next to St. Mary Abbot's Parish Church. Candidates should be practising Communicants of the Church of England.

Application forms available from and returnable to the Correspondent, Parish Office, St. Mary Abbot's Church Hall, Vicarage Gate, London W8 4HN, not later than Saturday, July 23.

## headship

Readvertisement  
 Applications are invited from experienced and suitably qualified infant teachers for the headship of the following school:  
**ALLEN PARK INFANT SCHOOL**  
 DERBY  
 66 children  
 Group 1  
 Closing date 15 July, 1977.  
 Application forms and particulars for the above posts (s.a.s. foolscap, please) from the Director of Education, County Offices, Mallock.

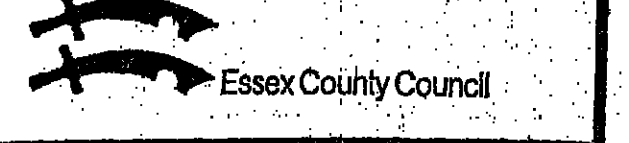
## DERBYSHIRE County Council

## HUMBERSIDE COUNTY COUNCIL

Education Department  
 Required for January, 1978 —  
**HEADS for**  
**BOWMANDALE PRIMARY SCHOOL**  
 Barton-on-Humber, South Humberside  
 New 320-place School  
 Group 5 Age-range 5 to 11  
**NOLME VALLEY PRIMARY SCHOOL**  
 Botesford, South Humberside  
 New 360-place School  
 Group 5 Age-range 5 to 11  
**BEVERLEY WALKERGATE INFANTS' SCHOOL**  
 Beverley, North Humberside  
 Number on roll: 113  
 Group 3 Age-range 5 to 7  
 Application forms and further details may be obtained from the Director of Education (HO Schools), County Hall, Beverley (telephone 0482 887131, extension 416), to whom completed forms should be returned not later than July 11, 1977.

## HEAD

Thurrock Area—Re-Advertisement  
**Woodside County Primary School,**  
 Grangewood Avenue, Little Thurrock, Grays RM16 4AJ (Roll 426) Group 8  
 for this Junior Mixed and Infants' School with effect from 1st January, 1978.  
 Closing date 22 July, 1977.  
 Application forms and further details of these posts may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.



## METROPOLITAN BOROUGH OF STOCKPORT

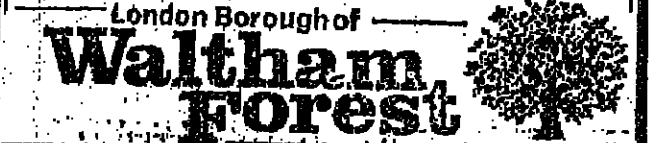
**PRIMARY**  
 Required for January, 1978  
**St. Bernadette's R.C. (Aided) Primary School**  
 Follage Road, Brinnington  
**HEADTEACHER (Ref. 510/TES)**  
 Group 4  
**St. Winifred's R.C. (Aided) Primary School**  
 Didsbury Road  
**DEPUTY HEADTEACHER (Ref. 511/TES)**  
 Group 8  
 Applications are invited from suitably qualified and experienced teachers for the above two posts. Special interests should be indicated.  
 Application forms to be returned to the Correspondent Manager, at the School, by 22nd July, 1977.  
**SECONDARY**  
**Bredbury Comprehensive School**  
 Harrytown Lane, Romley  
**TEACHER OF CHEMISTRY (Ref. 512/TES)**  
 Scale 1.  
 This 11-18 Co-educational Comprehensive School will have approximately 1,830 pupils on roll in September, including a Sixth Form of 175. To teach Chemistry to 'O' and 'A' levels and to assist with the teaching of General Science in the Lower School.  
 Application forms from the Director of Education, Town Hall, Stockport (quoting reference), and return to the Headteacher by 11th July, 1977, unless otherwise stated.

## Metropolitan Borough of Rochdale

**EDUCATION DEPARTMENT**  
 Re-advertisement  
**Harwood Park County Primary**  
 Hardfield Street, Heywood OL10 1DQ.  
 Tel. Heywood 88592.  
 Required for 1st January 1978.  
**HEAD TEACHER**  
**Group 6**  
 Applications are invited from suitably qualified and experienced teachers for the Headship of the above school which currently has 516 pupils on roll between the ages of 4 and 11 years.  
 Requests for application forms and further details should be made to the Chief Education Officer, Education Department, Municipal Buildings, Middleton Manchester, M24 4EA, to whom they should be returned on completion. Previous applicants will be reconsidered. All requests for forms should be accompanied by a foolscap stamped, addressed envelope. Closing date: 25th July 1977.

## EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.  
 Required January, 1978, at the following schools:—  
**CHINGFORD HALL PRIMARY SCHOOL**  
 Silver Birch Avenue, E.4  
 Head Teacher  
**GROUP 8 SCHOOL**  
 Salary from £8,990 to £7,614 plus £297 London Allowance and Social Priority Allowance. Current roll: 570.  
**DOWNSSELL JUNIOR SCHOOL**  
 Downsell Road, E.15  
 (Re-advertisement—previous applicants need not re-apply.)  
 Head Teacher  
**GROUP 6 SCHOOL**  
 Salary from £8,084 to £6,708 plus Social Priority Allowance and £297 London Allowance. Current roll: 450.  
**ST. JOSEPH'S R.C. JUNIOR SCHOOL**  
 Vicarage Road, E.10  
 Head Teacher  
**GROUP 5 SCHOOL**  
 Salary from £5,885 to £8,309 plus £297 London Allowance. Current roll: 250.  
 Applicants must be practising Roman Catholics.  
**ROGER ASCHAM INFANTS' SCHOOL**  
 Wigton Road, E.17  
 Head Teacher  
**GROUP 4 SCHOOL**  
 Salary from £5,295 to £5,819 plus £297 London Allowance. Current roll: 220.  
 Application forms and further details (enclose s.a.s.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, London, E15 5QJ.  
 Closing date 20th July, 1977.









# EXTRA

## Home economics and health education

### To be judged on its merits

Jean M. Roberts of the ATDS on attitudes towards A level home economics as entry qualifications for higher education and training

During the past year the Association of Teachers of Domestic Science has been investigating the attitudes of professional organizations and institutions of higher education towards accepting A level home economics and dress and textiles as qualifications for entry to courses of advanced study and training.

Although there is still much work to be done, it has been possible to produce an interim report. These findings should be regarded as in no way exhaustive or conclusive as changes are occurring almost daily in the field of higher education, but it is time to take stock of the situation.

On the whole, replies to requests for information were helpful and showed a willingness to accept further representations where this might be of value. In a few cases, however, it was depressingly obvious that the writers were totally unaware of the contents of modern home economics A level courses and were replying from a position of complete ignorance.

What is more they were not even prepared to remedy things so that the case for the subject could be judged on its merits. This is regrettable for many reasons but particu-

larly because able and gifted students may be debarrd from courses for which they are very suitable and to which they could contribute much. Conversely these same students are being lost to other establishments and courses more readily prepared to accept the subjects they offer.

Happily there are few of these cases and we find that most colleges of higher education, an increasing number of universities and polytechnics, especially social studies and food science departments, many professional organizations including some major teaching hospitals, and the Civil Service readily accept home economics, but a lack of familiarity with the demands of the relatively new dress and textiles syllabus makes its position less favourable at the moment.

It would be wise to emphasize that it has never been the intention of the ATDS to suggest that home economics or dress and textiles should replace specific course requirements. But it deplores statements offering these subjects as, for example, one of three when other subjects unrelated to a particular course of study would be acceptable for many reasons but particu-

larly because able and gifted students may be debarrd from courses for which they are very suitable and to which they could contribute much. Conversely these same students are being lost to other establishments and courses more readily prepared to accept the subjects they offer.

When home economics was first included in the school curriculum it was a domestic subject concentrating on instilling into the less well-to-do girls the necessary practical skills to enable them to earn a living and eventually run a home efficiently. We, who teach the subject today have every reason to be proud of our forebears who did so excellent a job and fulfilled a social need in a way in which no other subject in the school curriculum could have done.

From these humble beginnings we have developed courses which have been carefully graded in content, depth and difficulty according to the intellectual capacity of the pupil. Home economics teachers now find themselves in a world where new products, new equipment, new methods of using resources for the wellbeing of the family and of the whole community are being developed so rapidly that they are required to accept the role of dietitian, scientist, technologist, social scientist and expert on consumer affairs as well as having to show practical expertise. From this it must be obvious that to dismiss A level home economics and dress and textiles as non-academic or a soft option is as foolish as equating maths with sums or English with writing.

Over the past few years examining boards, through their specialist subject committees, have carefully scrutinized their courses with the result that new, stimulating and intellectually demanding A level home economics have been developed. These syllabuses, specimen papers and often reading lists are readily available and very worthy of perusal as an indication of the searching nature of present-day courses. Some are encouraging and support of the Schools Council, we can boldly and confidently state our case for the positive advantages to be gained from taking an A level course in home economics and dress and textiles by students of both sexes.

If we accept that a student entering higher education must have an open and inquiring mind, the ability to read and research widely and to apply knowledge, where would one find a subject requiring these qualities in greater abundance? The subjects demand a knowledge of scientific and social facts and principles but, even more important, they require the ability to comprehend and to apply and relate these facts and principles relevantly to the family and to the wider community.

Our students must therefore be resourceful, independent, persevering and essentially expert in their own developments wisely and yet exploiting them to the full. They must be able to experiment and evaluate activities that require both practical and intellectual expertise but above all, they must possess that highly prized attribute—common sense.

Unfortunately many interested and potentially good students have been discouraged in the past from taking the subjects because of the ill-founded attitudes within the schools and in higher education. It is, however, very encouraging to discover from correspondence that the more able students are now fighting their own case.



### Books by Angela Creese

**SOMETHING TO TALK ABOUT**  
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This proven bestselling Revision Notes Course has helped both the gifted and slower student over many years to pass examinations. Size: 216 x 138mm, 96 pages, illustrated, limp, 0 204 748 80 9, 95p net.

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1050 Questions and Answers in Domestic Science  
216 x 138mm, 192pp, metric edition 1973, limp, 0 263 05120 9, £1.25.  
Safety for Your Family  
216 x 138mm, 280pp, line drawings, limp, 3rd (revised) printing 1976, 0 263 06252 X, £1.70.  
The Young Homemaker First Book  
216 x 138mm, 364pp, line drawings, case, 10th edition 1976, 0 263 06251 J, 95p.  
1976, 0 263 06277 9, £2.40.  
The Young Homemaker Second Book  
216 x 138mm, 528pp, line drawings, case, 5th (revised) printing 1976, 0 263 05889 J, £2.40.  
Book of Patents  
216 x 138mm, 224pp, line drawings, limp, 2nd edition 1976, 0 263 06229 5, £2.25.  
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179 Folly Street London W1A 2DR

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General Editor: Cynthia Gillett, I.L.E.A.  
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### Secondary Education

#### Headships

**BRADFORD (City of)**  
Municipal Council  
Headship of the City of Bradford Grammar School, Bradford, West Yorkshire. High status, no outdoor pupils.

**DEPUTY HEADSHIPS**  
Senior Masters/Mistresses

**BAKING**  
London Borough of Hammersmith and Fulham  
Headship of the Hammersmith and Fulham School, London W7 7JH. High status, no outdoor pupils.

**EDUCATION COMMITTEE**  
The Borough is within easy access of Central London and bordered by Epping Forest.

**RUSH CROFT HIGH SCHOOL**  
Rushcroft Road, London, E4  
Required for January, 1978

**HEAD TEACHER**  
GROUP 7, plus £463 for salary purposes, plus £287 London Allowance.  
Applications are invited for this post which provides a unique opportunity to be responsible for the launching of the Borough's first purpose-built mixed Comprehensive High School for the 11 to 14 years age range. The buildings are under construction and the school will open in September, 1978, with 180 11-year-old pupils. Its roll will rise progressively to a projected maximum of 540 pupils by September, 1980. Closing date for applications—1st August, 1977. Application forms and further details obtainable on receipt of see from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5DJ.

### London Borough of Waltham Forest

**BISHOPSHALT SCHOOL**  
Royal Lane, Hillingdon, Uxbridge, Middlesex UB8 3RF  
(Number on Roll 882—170 in Sixth Form)  
Headteacher: Dr. L. Bather, B.A., Ph.D.  
Required for January, 1978.

#### DEPUTY HEAD TEACHER

at this existing Grammar School due to be reorganised as a Comprehensive (Group XI) in September, 1977, at which time the School will admit its first all-ability intake. The duties will include particular responsibility for the day to day running of the School, for standards of discipline and behaviour, as well as a general involvement in policy and planning.

Application forms and further particulars from and returnable to the Director of Education, Civic Centre, Uxbridge. Closing date 15 July, 1977.

London Allowance payable.  
75 per cent removal expenses and some assistance with accommodation in appropriate cases.

#### SKINNERS' COMPANY'S SCHOOL FOR GIRLS

117 Stamford Hill, London, N16 5RS  
Group 10

#### DEPUTY HEADSHIP

Applications are invited from qualified teachers. The Deputy Head will be in charge of the Lower School and will be responsible for curriculum development and the co-ordination of the pastoral care system for the girls in the first three years. The school is a developing comprehensive school on two sites and the first comprehensive intake will be entering in the sixth year next September. The person appointed need to work closely with the Head of the Upper School to provide continuity throughout the school. The successful candidate will take up his/her duties in January, 1978. Further particulars will be sent to persons applying and visits to the school will be welcomed. Apply by letter direct to the Headmistress, giving full information of qualifications and experience and stating teaching subjects. Please enclose copies of two recent testimonials and names of two referees. Closing date for applications July 18th, 1977. Interviews will take place in September.

### Middle Modern Languages continued

**Scale 1 Posts**

**DORSET**  
HAMWORTHY MIDDLE SCHOOL  
Hamworthy Green, Hamworthy, Poole, Dorset, BH12 4JH  
Headship of the Hamworthy Middle School, Hamworthy, Dorset. High status, no outdoor pupils.

**HEREFORD AND WORCESTER**  
COURTNEY MIDDLE SCHOOL  
Courtney Road, Hereford, Herefordshire, HR1 1JH  
Headship of the Courtney Middle School, Courtney Road, Hereford, Herefordshire. High status, no outdoor pupils.

**MERTON**  
London Borough of Merton  
Headship of the Merton Middle School, Merton, London SW18 2JH. High status, no outdoor pupils.

### LONDON BOROUGH OF BRENT EDUCATION COMMITTEE

#### SUPPLY TEACHERS

Required from September:—  
Applications are invited from experienced teachers, preferably with probation completed, to teach in the Borough's Primary and Secondary Schools.  
Most of the posts which are available would be in the Secondary schools but some posts will be for Primary schools. In the case of applicants for the Primary posts, Nursery school training or experience would be useful.  
Salary will be on Scale 1 including London Allowance and where appropriate Social Priority Allowance and payment will be at the rate of 1/200th of annual salary for each day worked. Application forms (foolscap size) obtainable from and returnable to the Director of Education (STAFF/RT), PO Box 1, Chesterfield House, 3 Park Lane, Wembley, HA3 7RW.

### Metropolitan Borough of Rochdale

**EDUCATION DEPARTMENT**  
Closing date for all posts, 11th July, 1977.

**PRIMARY**  
For application forms, send foolscap stamped self addressed envelope to the Chief Education Officer, Education Department, Municipal Buildings, Manchester Old Road, Middleton, M24 4EA. Unless otherwise stated completed forms should be returned to the Head of the school.

**MIDDLE AND SECONDARY**  
Forms and further details from and returnable to the Head Teacher at the School. Foolscap stamped self addressed envelope please.

**PRIMARY**  
Hopwood County Primary (5-11)  
Magdala Street, Heywood OL10 2HN.  
Tel. Heywood 60494.

**DEPUTY HEAD, Group 5**  
For this F.E. 6 to 11, J.M.I. School with attached Partial Hearing Unit. The post is available from 1st January 1978 or sooner if possible. Interest in Music and/or Boys' Games. Experience of team teaching and thematic learning desirable.

**MIDDLE**  
Kingway (10-13)  
Turf Hill Road, Rochdale OL16 4XA.  
Tel. Rochdale 40931.  
Required for September next:

**TEMPORARY TEACHER OF MATHEMATICS**  
To take the subject with classes in the Second and Third Years, Scale 1.  
Hollin High (11-14)  
Stott Lane, of Hollin Lane, Middleton M24 3XN.  
Tel. 061-643 3764.  
Required for September:

**MATHEMATICS Scale 1**  
And to help with Girl's Games.  
Applications for this post should be by letter immediately to the Head at the school, stating age, qualifications and experience together with the names and addresses of two referees.  
Langley High (11-14)  
Windermere Road, Langley, Middleton M24 4LA.  
Tel. 061-643 6526.  
(1) Required for January 1978:

**HEAD OF HISTORY Scale 2**  
(2) Required for September next:

**ENGLISH/HISTORY Scale 1**  
This appointment is temporary for the Autumn Term only.

### Scale 1 Posts

**BERKSHIRE**  
WIMBORNE COURT COUNTY SCHOOL  
Wimborne Court, Reading, RG2 1JH  
Headship of the Wimborne Court County School, Wimborne Court, Reading, Berkshire. High status, no outdoor pupils.

**BAKING**  
London Borough of Hammersmith and Fulham  
Headship of the Hammersmith and Fulham School, London W7 7JH. High status, no outdoor pupils.

**BUCKINGHAMSHIRE**  
WYCOMBE MIDDLE SCHOOL  
Wycombe, Bucks, HP12 3JH  
Headship of the Wycombe Middle School, Wycombe, Bucks. High status, no outdoor pupils.

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Rosemary Gray

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7TES20

Nelson

# Focus on home and family

By Vincent Hutchinson, director of the Schools Council project Home Economics in the Middle Years

Home economics has a vital contribution to make to the outcome of the debate about the curriculum. Society relies heavily on the family capacity for the needs of individuals. So it can be argued that during their formative years children should clearly understand what makes the home and the family function effectively. This is of crucial importance to the individual and the wellbeing of society.

It is significant that in the report of a world survey of home and family education, published by Unesco in 1974, 81 per cent of the member governments of the United Nations thought home economics education would become increasingly important. This view was supported by all the technologically advanced countries in the Western hemisphere.

In 1975, the Schools Council established a three-year research and development project, Home Economics in the Middle Years, the aims of which are:

- to reconsider the place of home economics in the curriculum of eight to 13-year-old pupils of both sexes, and its relationship with social and environmental studies, and with craft subjects and with science;
- to identify concepts and competencies for home economics in the middle years;
- to prepare teacher materials for use with children aged eight, 13 and to evaluate their effectiveness.

During the initial inquiry phase, the project team met many teachers, specialist and non-specialist, in their schools, at teachers' conferences and at conferences. Many difficulties relating to the selection of content were confirmed. The appropriateness of methods of teaching and the relationship of home economics to the varied patterns of integrated work now being undertaken in schools in the primary, middle and secondary sectors, the content of the curriculum, by the project team hold substantial implications for the structure and teaching of home economics.

The fundamental premise of the team is that the focus of home economics is the home and family. Home economics is not the subject because it has its focus; it integrates knowledge and draws upon methodologies and perspectives from other recognized disciplines. It lies at the interface between the home and the family and the products and services offered by society.

Thus the teacher of home economics has to integrate knowledge from many sources and apply it to the practical problems of everyday living. It is precisely because it is relevant in everyday life that home economics arouses the interest of boys and girls, and justifies recognition as a key area of the curriculum.

With its focus on the home and the family, how could home economics create a framework of understanding which is of lasting value to pupils? The evidence of the enquiry showed that much of the content of home economics was presented in too fragmentary a form to achieve this.

There was a need to identify the most important ideas within home economics so that pupils could gain a more organized and permanent understanding of the subject than they would be able to gain from a fragmented syllabus. The team concluded that a framework of key concepts related to the focus was an essential basis for further development.

To help in identifying and selecting the most important ideas, facts and skills of home economics, and with the home and family as the focus, the following factors were considered:

- The needs of individuals which are met within the home and family: their physical needs for food, clothing and shelter; their social and emotional needs for love, security and a sense of belonging; their intellectual needs for stimulus and education.
- The needs of society: for healthy and educated citizens who are able to maintain economic viability into retirement; and for stable social groups.
- Knowledge related to the home and the family.

Consideration of these factors provides the long-term purpose of teaching home economics and enabled the team to derive the key concepts of the subject. In this way five concepts were identified: nutrition, protection, development, interdependence and management. These form a framework for developing a study of home economics.

Their purpose is twofold: to help in the formulation of objectives and the devising of learning experiences; to enable pupils to acquire not merely a particular skill or item of knowledge but to build up a conceptual framework, thereby enabling them to make wide use of their knowledge.

Each concept embodies a number of ideas which have been placed in an appropriate sequence for learning taking account of the logical build-up of the concept and the developmental stages of children between eight and 13 years of age. (A guide relating the developmental characteristics of children to the teaching of home economics is being prepared and will be published.) This sequential approach to learning is an essential feature of the curriculum model developed by the team. It is hoped that through an appropriate approach to learning, a pupil will understand and nutrition as the link between food and health. This involves progressing from concrete experience of food to the abstract idea of nutrients. Further, it is vital that the pupil should be able to use his nutritional knowledge.

It is necessary therefore that he builds up a concept of management alongside that of nutrition to enable him to make wise nutritional choices within the context of his home and family. Hence, though all the concepts are individually important, they are interrelated. However, although all five concepts are equally important, management is different in nature to the other four.

Management is concerned with processes, for example, planning and decision making. In acquiring this concept it is hoped that the pupil will develop an approach to the home which will allow him to use his knowledge and skills drawn from other areas of home economics.

continued from page 34.

They carry with them to interview syllabuses and examples of exam papers and are able to explain their courses in such good effect that appreciable numbers are being accepted for training despite the initial discouragement. Others are not even granted interviews solely on the basis of the courses they are following and it is for these candidates that the ATDS is especially concerned.

It seems that if examining boards are doing their duty, as I believe they are through their specialist subject committees, standards of achievement at A level should be comparable and the only criterion for selection should be the quality of the student's work, whatever the subject.

Even those who do not achieve high grades at A level in home economics or dress and textiles

gain some advantage for they are well equipped for the future, whereas our really able students going on to further education are already capable students and do not need to dissipate their energies learning to care for themselves. They are indeed exceptionally well prepared for student life.

Looking to the future, we expect home economics, and eventually dress and textiles also to take their place on an equal footing with other subjects in the curriculum for senior pupils. We hope that studying them not only the stimulus of intellectual challenge but the satisfaction of practical experience, will be available to an ever widening cross section of students both in the existing framework and in any future courses that may evolve as a result of the present ATDS level discussions.

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There is more to sex equality than providing similar curricula for boys and girls. Attitudes have also got to change, writes Barbara Wynn

# Subtle pressures at work

With the passing of the Sex Discrimination Act a number of teachers have been examining areas of the curriculum which might discriminate against boys and girls. Subjects such as home economics which are taught mainly to one sex must obviously come under close scrutiny.

There is nothing new in the ideas recently given impetus by the Act to extend the teaching of traditional craft subjects to both sexes. As long ago as 1978 an entry in one school log book (in Nottinghamshire) pointed out that "there is no law forbidding boys domestic economy as an extra subject", and other books of the period encouraged the teaching of cookery to boys who lived in seaport towns or wanted to be chefs.

More recently (in 1914) it was suggested by the Association of Teachers of Domestic Science (ATDS) that "it is probable that the question of cookery instruction for boys in general will soon receive careful consideration". Well, more than 60 years later we are still waiting.

The cost of providing facilities has obviously been a strong disincentive to teaching home economics to boys, but there have also been more subtle pressures at work. Education for boys and girls has long been seen in a different light; for one it was the preparation for a career, for the other a preparation for marriage.

The Crowther Report (1959), for example, said: "The career can be no doubt that at this stage boys whose turn most often to a career and only secondly to marriage and the family, and that the converse obtains with girls... if it is sound educational policy to take account of nature, there is a clear case for a curriculum which respects the different roles they play."

Similarly the Newsom Report (1963) said: "for all girls there is a group of interests relating to what many, perhaps most of them, would regard as their most important vocational concern—marriage."

Today this is changing. In part as a result of the Sex Discrimination Act, but home economics is still only available to a minority of boys. In 1974, for example, O level cookery was taken by 44,135 girls but only 805 boys. For needlework the figures were 20,835 and 26. Similar differences are found in reverse in "boys' technical subjects."

When considering home economics courses for boys it is important that schools do not fall into the trap of providing watered-down, half hearted, "how-to-help-yourself" courses such as those suggested by readers of *Housecraft*, the ATDS magazine, a few years ago. "In my experience the young wife is often restricted because she cannot carry out her school learning because of the 'meat and gravy' mentality of her husband."

"Although child care detail is a girl's subject I believe many boys reach manhood with a rather ignorant attitude towards character training."

"The cookery course for boys differs greatly in its aims and practices from a girls' housecraft course... There will arise emergency situations if the wife is ill or when babies arrive. Practical instruction is therefore given in the structuring up of basic meals."

Many schools now give all pupils a basic course in technical and craft subjects as well as home economics during the first two years. It is most important that these courses should accurately represent the subjects concerned. In the case of home economics this

should include experimental and written work as well as practical. There is sometimes a temptation to try to attract pupils to the subject by doing lots of cookery in this early course. Then pupils get quite a shock when they later on do much hard work and find out how the girls do not lose out by boys studying home economics. They need to have a fair chance to study basic woodwork and technical drawing. Here again a watered-down course is not what is wanted. Metalwork for girls should not just mean making jewellery.

There is, however, more to sex equality than providing similar curricula for boys and girls. Attitudes have also got to change. Home economics has long encouraged girls to believe that their main aim in life is to be housewives and mothers and consequently to lower their career horizons.

Many of the textbooks used in the subject have a very one-sided approach: "Husbands resent housework taking priority over their careers and wives should be conscious of the fact that their husbands are busy and consequently to lower their career horizons."

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Housekeeping Institute, *Running a Home is Fun*, 1970 and 1975.

As can be seen from these quotations the only concession made to the changing situation of women is the acceptance (sometimes grudging) of their dual role. It has never seen in a home economics textbook any suggestion that it might be possible for both men and women to have one-and-a-half roles each.

Until there is a wider acceptance of the sharing and socialization of household tasks the possibilities for eliminating sex discrimination would seem to be very limited. Obvious to tell pupils how they should behave or run their lives after school, but surely schools do have a responsibility to broaden the horizons of their pupils and to give them a greater range of possibilities to consider.

To implement the Sex Discrimination Act in spirit as well as in letter is a long-term task. Home economics for boys will not automatically lead to more liberation for girls although it may eventually increase this possibility. Experience in Sweden, where Government educational policy states that "schools should work for equality between men and women—in the family, on the labour market and within society as a whole" has shown that changing deep-seated attitudes about sex roles is a long and difficult task. (E. Kjaersgaard, "Home Economics and the Changing Roles of Men and Women" in *International Review of Education* 1973).

If home economics teaching is to make a contribution towards translating this new anti-discrimination legislation into reality then a great deal of rethinking is going to be needed. It will need a conscious and determined effort not only to provide the equipment and encouragement for home economics to be taught to boys but also to change the attitudes behind the existing discrimination.

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"Husbands resent housework taking priority over their careers and wives should be conscious of the fact that their husbands are busy and consequently to lower their career horizons."

# Fashion nights

*Pins and Needles Fashion Nights '77* will be of special interest to those who like making their own clothes. Organized by *Pins and Needles* magazine, the fashion show will be touring the country this autumn.

The clothes to be modelled on stage will be to knit, sew or crochet, in conjunction with Patons knitting yarns and Epsara Fabrics. More than 80 outfits in all make this an exciting event for anyone keen on seeing the very best in do-it-yourself fashion; many patterns, and fabrics, will be on sale.

The shows begin at 7 pm and doors are open at 6.15 pm. The list of venues appears below, tickets cost 60p and can be obtained by writing to *Pins and Needles*, Room 235, Elm House, Elm Street, London, WC1. There are some afternoon performances, indicated by asterisks. These are specially put on for school groups, and the entrance fee is 35p (tickets available from the above address).

\*September 23, Assembly Hall, Tunbridge Wells; \*September 26, Top Rank Suite, Swansea; \*September 27, Colston Hall, Bristol; September 28, Guildhall, Plymouth; September 29, Civic Hall, Guildford; September 30, Pavilion, Westcliff; October 3, Tremont Gardens, Stoke; October 4, Top Rank Suite, Sheffield; \*October 5, Belle Vue, Manchester; October 6, Tiffany's, Coventry; October 7, Leisure field Halls, Croydon; October 11, Norwood Rooms, Norwich; \*Yarmouth; October 12, Dome and Corn Exchange, Brighton; \*October 13, Pavilion, Hemel Hempstead; October 14, Winter Gardens, Bournemouth; October 17, Tiffany's, Hull; October 18, Tiffany's, Leeds; October 19, Moylake, Newcastle; October 20, Usher Hall, Edinburgh; \*October 21, City Hall, Glasgow; \*October 24, Commodore, Nottingham; \*October 25, Commodore, Nottingham.

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We all know that health, physique, and productivity depend on having enough of the right food. But somehow the concept remains largely theoretical, Patty Fisher offers a four stage teaching plan

# Towards better food habits

Home economics is one of the most expensive subjects in the school curriculum. As the cost of living rises, so does the cost of teaching, because that living is what home economics is all about.

It is anomalous that our home economics training, planning of syllabuses, schemes of work and exams, and even cookbooks, were all conceived in the era of cheap food, fuel and labour—which is now gone for ever. But they are all still being used today, although the cost of all three is at an all-time high and is likely to go higher.

Is it practical now to use left-overs of joint at 90p a lb, and potatoes and cabbage at 12p and 20p a lb, to make shepherd's pie and "Bubble and Squeak"? The need for realistic teaching is urgent.

Home foods provided by mums are often poorly chosen. Money is spent on expensive convenience food, mixes, ready cooked food. Little cooking is done at home and the range of foods and dishes made, is limited. Everyone says that variety is important, but in fact the shopping lists and meals do not vary much, and you can get by as a mum with a repertoire of about 10 dishes for life.

Why do not young mothers, who were in the home economics classes less than five years ago, make a better choice of foods, enjoy cooking, feed their families better? Because they do not know the values of foods, how to prepare meals easily, how to feed people—in short, home competence.

Now, with the "high price" they are trapped in, their ignorance. They still buy the familiar steak, chops and sausages, but in smaller amounts; use the expensive potatoes and peas, buy fried fish, chicken and chips, fill up with bought pastry and cakes, make an occasional jelly "trifle" meat stew, jam tart. This seems to be all they remember. These are their food habits.

Home economists should now aim to teach pupils better food habits, to taste, like, eat and choose enough of the right foods for health in Great Britain; second they should teach home competence, that is the craft and skills to prepare these foods attractively and easily. Which foods are right? And how much is enough?

We can evaluate foods by calculating the food portions needed to supply all or a fraction of the recommended allowances. For

example, one third of the iron needed by all teenagers daily can be supplied by any one of these portions—one teaspoonful curry powder; a small can of baked beans; 4 slices of wholemeal bread; or 1oz of ox liver. A whole day's allowance of Vitamin C can be provided by a small orange; 1oz green or red peppers; two 6oz lettuce, 3lbs apples, 7oz fresh or tinned tomatoes; 3oz raw cabbage, 1oz blackcurrants.

Exhibiting these food portions supplying selected nutrients, and 100 kcalories, helps pupils to see the values of foods and make a good choice. By pricing the portions, the Best Buys for food value can be identified then we can teach skills and recipes to serve them attractively.

Material to be taught must be carefully selected from textbooks and medical and chemical facts reduced to a minimum. A simple functional approach is recommended, viz. that food is needed for (1) Muscular energy, (2) Growth and (3) Vitality.

The next step is to calculate or collect lists of food portions supplying a percentage or fraction of these selected nutrients, arrange them side by side, and underline those foods appearing in more than one list. We can now see that some foods are bargain foods, because they are good sources of several nutrients.

For example, white bread and flour are good sources of Calories, iron, protein, vitamins B and calcium; cheese and milk have good supplies of Calories, protein, calcium, vitamins B and retinol (vitamin A); margarine has Calories, vitamins D and retinol. Liver, any kind, is rich in protein, iron, retinol, vitamin B; legumes (peas, beans, lentils) have protein, iron, niacin and thiamin.

From these bargain foods, a core group of foods can be chosen in amounts which supply almost all nutrient needs and about one half the energy needs of average people. The rest of the energy intake can safely be left to personal choice, as long as it balances energy spent. This core group is the verdict which is produced from the evidence of the food portions. When eaten it supplies enough of the right foods.

The teaching line is "eat these foods first. Then eat what you like." In stage two the teaching line is expanded to feeding the family, using more skills and frequent meal preparation. Now they like and make pizzas, pasta dishes, pasta itself, gingerbread, yoghurts, biscuits, bacon behovs, liver pâté, ragouts, bacon behovs, etc. After these two years of food education

cheese, 4oz orange or juice, 1 standard egg, 6 slices (6oz) mixed brown and white breads, 1oz bacon or oatmeal, 1oz cocoa or 1oz plain chocolate daily; plus, weekly, 1 large portion of liver or kidney, and 8oz polysaturated margarine. For teenagers, the milk and cheese should be doubled.

The group can be described as "rations for health". It can be put on a tray or in a shopping basket as a visual aid to memory. It can be used by housewives, students in digs, by anyone as a guide to shopping, choice of recipes, budgeting, and for checking the adequacy of a diet. It can also be used by home economics staff as a basis for teaching good nutrition and food preparation.

A concurrent teaching plan is suggested, in four stages. Each stage is complete in itself. Begin by teaching the "verdict", that is the liking for and use of the foods in the group. Then give some "evidence" and expand on the function and use of the foods. In the last two stages, information is given about the selected nutrients.

At the first, one-third of them plus Calories, with exhibits of portions. In the fourth stage, more selected nutrients and information in depth is given. Food preparation skills are expanded with each stage, and the concentric approach expressed by the emphasis, first, of the needs of the pupil, then the family (second stage), to the community and the world's food problems (stages three and four).

The core food group, stages, selected nutrients and overall aims of the course are fixed in the syllabus, but the order, sequence and sequence in the scheme of work are the free choice of teachers.

In stage one pupils learn to like and eat the foods in the group for good health. Teaching sessions (80 minutes) are planned round the idea that these foods are good for you... what can we do with these good value foods? Attractive recipes, using simple skills, are arranged in a progressive craft sequence. The teaching line is presented "your health, your food". Food education begins by teaching them to eat and prepare simple cheese dishes, milk shakes, puddings and soups, homemade breads, fruit salad with oranges, cabbage salads, chocolate cake, sandwiches and spreads, omelet, oatmeal flapjacks and so on.

In stage two the teaching line is expanded to feeding the family, using more skills and frequent meal preparation. Now they like and make pizzas, pasta dishes, pasta itself, gingerbread, yoghurts, biscuits, bacon behovs, liver pâté, ragouts, bacon behovs, etc. After these two years of food education

# Graduates from Gloucester

by Marie Edwards

Gloucestershire College of Education is now part of the Gloucester Institute of Higher Education. Its main role is as a home economics teacher training institution.

The college was founded in 1890 by Mrs A. T. Payne of Stroud, of three sisters, another of whom became Mrs Sidney Webb, described as being "beautiful, enthusiastic and humorous". Mrs Payne also had the ability to persuade local, influential people to give money so that the college quickly prospered and the number of courses increased to include "teaching diplomas in domestic science, cookery, laundering and housewifery". By 1911 the course included lectures on economic conditions of the time and the history of the

college. The founder there had been four other women principals: Miss Florence Badger, Miss Ruth Whitaker, Miss Stella Taylor and Miss Nancie Shaw. This tradition was broken in 1973 with the appointment of first male principal, Dr John Water. The earliest principals were products of a society in which a knowledge of domestic science was to be useful for all women. Those in the upper classes of society often recalled in horror from their own homes the conditions of the workers.

But we have to show them how to make such a diet meaningful. Perhaps we could learn something from the way in which complementary learning disciplines, our immigrant pupils and those who come from other affluent homes to attend.

By the early 1920s trained and experienced women were brought to the staff and the range of courses was extended to include domestic management. In 1926, a degree course was launched in association with the Bristol University. The principal had returned from a visit to the United States to a women with university qualifications in domestic science (administrators, domestic business, and research workers). As others, women were needed with a higher scientific background than was then in the courses, at teacher training colleges. This first B.Sc. (domestic science) was offered until 1950. It was the only scientific degree offered by a British university.

From the 1920s onwards, the course expanded, particularly during the 1950s. During that time the college diversified to include general teacher training for primary and secondary schools. In 1968 the B.Ed. honours degree of Bristol University came to Gloucester.

The college had moved to its present site in 1958 and the buildings were later extended, so that they included general and specialist economics with excellent student accommodation, on a campus which the outskirts of the city. The recently home economics departments have been modified, improved and the resource base has been expanded.

General postgraduate and economics courses for men and women developed, students through the general standard of qualification has been well maintained, the college deliberately set the certificate course, but very rarely future this course was widened out to allow all students to enrol for the BEd in home economics, as validated by the CNAA. The cut in teacher training places means that the general BEd and when the present year the college will return to teacher education is continuing traditionally for women, but is increasingly being taken by young men through their interest in technology and its in-

creasing involvement in the home. The courses are designed to develop an awareness of economics as a multi-disciplinary study, concerned with human relationships, organization and management, integrating aspects of the physical and biological sciences, design, sociology and economics and embodying theoretical and practical components.

Work during the first year forms the core of the course and defines the nature of the contributing disciplines, based on a study of fundamental principles and the application of these to consumer education. About half the students' first-year course is devoted to the study of home economics. They complete two modules or credits in their main field, one credit in professional studies and one in education.

The students are offered some choice in part of their course in the first year in the fields of applied science, design or socio-economics, so they can develop an area of interest and enrich their understanding of home economics.

Home economics students come from different backgrounds. Even if a student has an A level in the subject the boards vary so much that there is little common ground on which to build, save that of a measure of practical competence. Entry qualifications for the BEd course at Gloucester encourage prospective candidates to take A level home economics. It is felt very strongly that an A level qualification has led up to this is the best basis for further work at degree level. The second A level is not specified at Gloucester. Students come with a wide variety of subjects as diverse as art and zoology.

In the past, many colleges have looked for attainment in a science subject—particularly the physical sciences. At Gloucester we are more concerned with evidence of intellectual ability so that we are prepared to accept students if they have any two A levels. We look for their O levels for evidence of numeracy and literacy and a particularly interested in O level science passes.

It is clear therefore that students embarking on degree courses do not form a homogeneous group and one of the aims of the first year is to form a basis on which knowledge in a particular field of home economics can be built.

The compulsory core elements in the second and third years consider wide issues relating to consumer education, housing and the community, ergonomics, textiles and design, nutrition, and comparative anatomy studies. Choices in the third year extend the field of study, further allowing students to choose a specialism which may lead to the honours year. Examples of such choices are: "Economy and Society", "Dress and Textiles" and "Food Supply and Population".

Close links with schools in Gloucestershire and the surrounding counties are important and very much fostered. In the first year groups of students, together with a tutor, visit a school four or five times so that they get to know a group of children well and begin to understand some of the problems faced by home economics teachers in schools.

This work is developed when the teachers come into college to discuss their problems. The children also visit the college. Black teaching practice takes place in the second and third years.

In the second year local schools are used but by tradition the third-year teaching practice takes place in Birmingham and Warwickshire where similar links have been established between the schools and the advisers for home economics. The multi-cultural environment of many of these schools has had its influence on our courses. In the third year, for example, students can study the problems of teaching home economics in a multi-cultural area.

In the professional studies part of the course students grapple with the problems of slow learners; they concentrate on the special methods and skills needed for teaching home economics; they study the part home economics can play in the school curriculum; they develop materials



"This sort of thing's alright but my fella only likes chop suey."

the results should be that pupils are eating good value foods, making a better choice of foods as well as having some diet preparation skills in making meals which they do not eat. Inquiries are likely to show that they really are using what you have taught them.

In stage three we move on from the general aim of "Good foods for health" and "good foods for energy, vitality" to the idea of nutrients in foods (difficult concept) and the value of nutrients. But only selected nutrients are taught, for example, iron, vitamin C, thiamin. These three were mentioned in stage two. Now pupils learn more about them, their function and sources in food.

Exhibits show how foods can vary in nutrient value. Pupils learn to count using food portions and so how to get enough of the right food. By calculating portion costs they find the best buys, the foods which give best value.

To link on to the previous stages and arouse interest, the first session of stage three begins with fuel foods for energy, measured in Calories and showing 100 kcalorie portions. Pupils learn how to keep their weight down. They enjoy counting Calories in their diet and recipes.

In stage four more evidence is taught. Previously selected nutrients are revised and studied in more depth and a new selection is given—vitamin A, riboflavin, carotene, fats and carbohydrates, and proteins, the most difficult concept of all. We do not teach the other B-vitamins, minerals such as selenium, zinc, iodine (the trace minerals) nor phosphorus, nor vitamins E and K. But the basic facts and families should be discussed.

The nutrient we have chosen are those most likely to be poorly supplied and/or most needed in Great Britain. At A level, besides using portions for counting the food value of recipes, meals, etc, we can now teach them to use food tables 4 and make use of the computer programme DIET.

We teach concepts of metabolism and oxidation, simple tests for carbohydrates, fats, proteins and vitamins, and practical in food preparation and practice in groups of people with special needs. Now is the time to teach some high class cookery to make our foods more attractive.

Finally they use their nutrition know-how to study the economic value of food. Produce a school food budget. Every recipe has a cost value with the help of the art and English department. We must extend our food education influences to the whole family, the staff, parents and the community.

prizes them, for example that a meal supply us with only 100 kcalories (as meat) and 30 per cent of the protein value of a meat and grain diet. They are likely to be shocked by the conditions they discovered in the homes of the workers.

But we have to show them how to make such a diet meaningful. Perhaps we could learn something from the way in which complementary learning disciplines, our immigrant pupils and those who come from other affluent homes to attend.

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From the 1920s onwards, the course expanded, particularly during the 1950s. During that time the college diversified to include general teacher training for primary and secondary schools. In 1968 the B.Ed. honours degree of Bristol University came to Gloucester.

The college had moved to its present site in 1958 and the buildings were later extended, so that they included general and specialist economics with excellent student accommodation, on a campus which the outskirts of the city. The recently home economics departments have been modified, improved and the resource base has been expanded.

General postgraduate and economics courses for men and women developed, students through the general standard of qualification has been well maintained, the college deliberately set the certificate course, but very rarely future this course was widened out to allow all students to enrol for the BEd in home economics, as validated by the CNAA. The cut in teacher training places means that the general BEd and when the present year the college will return to teacher education is continuing traditionally for women, but is increasingly being taken by young men through their interest in technology and its in-

creasing involvement in the home. The courses are designed to develop an awareness of economics as a multi-disciplinary study, concerned with human relationships, organization and management, integrating aspects of the physical and biological sciences, design, sociology and economics and embodying theoretical and practical components.

Work during the first year forms the core of the course and defines the nature of the contributing disciplines, based on a study of fundamental principles and the application of these to consumer education. About half the students' first-year course is devoted to the study of home economics. They complete two modules or credits in their main field, one credit in professional studies and one in education.

Following the founder there had been four other women principals: Miss Florence Badger, Miss Ruth Whitaker, Miss Stella Taylor and Miss Nancie Shaw. This tradition was broken in 1973 with the appointment of first male principal, Dr John Water. The earliest principals were products of a society in which a knowledge of domestic science was to be useful for all women. Those in the upper classes of society often recalled in horror from their own homes the conditions of the workers.

But we have to show them how to make such a diet meaningful. Perhaps we could learn something from the way in which complementary learning disciplines, our immigrant pupils and those who come from other affluent homes to attend.

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It is clear therefore that students embarking on degree courses do not form a homogeneous group and one of the aims of the first year is to form a basis on which knowledge in a particular field of home economics can be built.

The compulsory core elements in the second and third years consider wide issues relating to consumer education, housing and the community, ergonomics, textiles and design, nutrition, and comparative anatomy studies. Choices in the third year extend the field of study, further allowing students to choose a specialism which may lead to the honours year. Examples of such choices are: "Economy and Society", "Dress and Textiles" and "Food Supply and Population".

Close links with schools in Gloucestershire and the surrounding counties are important and very much fostered. In the first year groups of students, together with a tutor, visit a school four or five times so that they get to know a group of children well and begin to understand some of the problems faced by home economics teachers in schools.

This work is developed when the teachers come into college to discuss their problems. The children also visit the college. Black teaching practice takes place in the second and third years.

In the second year local schools are used but by tradition the third-year teaching practice takes place in Birmingham and Warwickshire where similar links have been established between the schools and the advisers for home economics. The multi-cultural environment of many of these schools has had its influence on our courses. In the third year, for example, students can study the problems of teaching home economics in a multi-cultural area.

In the professional studies part of the course students grapple with the problems of slow learners; they concentrate on the special methods and skills needed for teaching home economics; they study the part home economics can play in the school curriculum; they develop materials

Cathy Crawford assesses the education programme of the Family Planning Association

# More than the facts

The education unit of the Family Planning Association launched its sex education plans for 1977 in November last year with a programme of courses in London, and hopes of an increase in the number of requests for courses from outside agencies all over the country. It is now a good time to review the work that has been done, and the work that is planned, set in the context of the sex education scene in this country.

Debate about sex education continues and has seemed to increase in its intensity over the last few months. The source of controversy often lies in the aims of a sex education programme. Evaluation is sparse in education generally. In health/social sex education it is almost non-existent. But what exactly are the criteria for success in a good sex education programme? A drop in the number of pregnancies in the fourth form, the number of young people who decide not to have sex? How do we measure decreasing levels of guilt or increasing levels of satisfaction in adolescent relationships?

These questions are basic to any sex education activity, and yet no consensus of opinion has been reached. However, over the last four years, and 106 courses run by the FPA education unit, we have noticed a change in emphasis. We have found that there is a general acceptance that young people should have access to facts. Professionals now want to know: how the facts can be taught effectively, how they can be taught in the context of emotions and relationships, and how, amid society's confusion about sexuality, they can be helpful to the young people in their care.

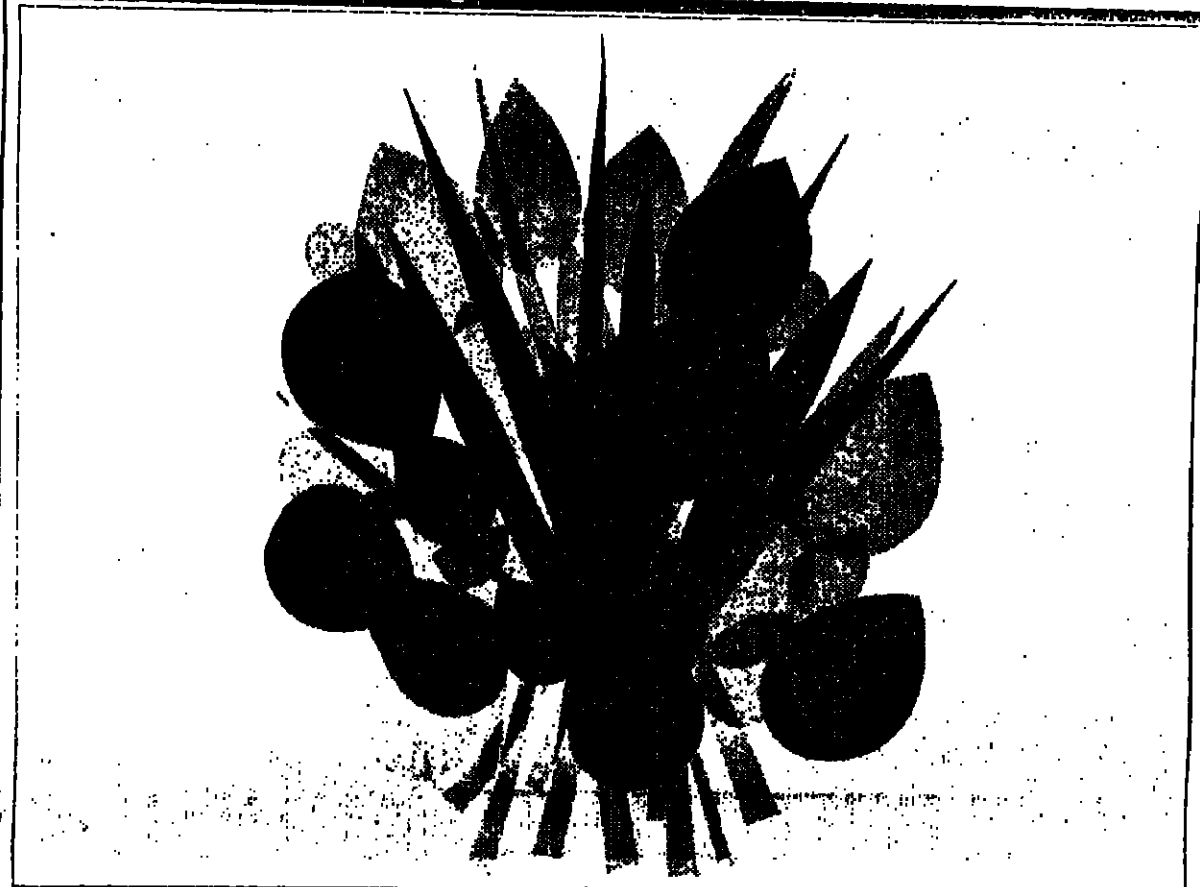
The unit evaluates every course it

undertakes, by asking the course members to say whether they found the various sessions useful. It is perhaps the most significant that the independent assessor's evaluation of teachers' comments, on a course run in November, was that "the provision of factual information was over-achieved at the expense of the objective to examine the needs of young people in their relationships". In the similar course run in March, where factual information formed a smaller part of the course, the extra time for discussion on adolescents and their relationships was appreciated.

The set programme of basic courses held at the FPA in London has been well attended and evaluated, though our expectations about courses run for outside agencies have not been totally fulfilled. Curricula in expenditure have hit hard at in-service training facilities in education. Sums of money over £50 are very hard for a college education authority or individual to find for one course. As a result, many of the courses done on an agency basis have been one-day courses. For the same reason we had to cancel our residential school earlier this year. In sex education, where attitudes are all important, the lack of time is a great frustration. Residential courses are perhaps the only opportunity for real in-depth discussion about sensitive areas in sexuality.

The education unit has had 27 course days commissioned since January. It is interesting to note that 14 of those days have been run for the youth service or youth and community work students at colleges of higher education. In general, the youth service has a greater understanding about the education work of the FPA, as the contact has been from a different angle. In schools, the FPA education history has its roots in speakers, talking about contraception, so many of those involved still see our work being only contraceptive

continued overleaf



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Although this booklet is issued as one of the series of Unilever Advanced Level booklets, it differs from the previous titles in one important respect. It is concerned not only with the present knowledge but also future implications. It deals with a topic of considerable current—and continuing—interest. The purpose in producing this booklet is in part to discuss the significance of nutritional protein in some depth and then, within the context of that, to survey the whole field of alternative plant protein sources and the potential they possess.

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Unilever Education Section,  
P.O. Box 68, Unilever House, London EC4P 4BD.

Unilever Educational Publications

## The Flour Advisory Bureau's Lecture Service to schools and colleges

Members of the Bureau's staff give AND HOME ECONOMICS DEPARTMENT give lectures on food and nutrition (e.g. Choosing Our Food for Health, Modern Life and Modern Meals) and practical talks on the choice and use of bread to audiences of recognised educational establishments consisting of a minimum of 30 students (40 for practical talks).

No fees or expenses are charged. All the lecturers are fully qualified and have had practical experience in nutrition, dietetics and home economics. The head of the department is Mrs. J. Audrey Ellison, B.Sc., F.I.F.S.T., F.A.H.E.

For further information please contact Miss Gillian Niblock, Lectures' Organiser, The Flour Advisory Bureau, 21 Arlington St., London SW1A 1RN, Tel: 01-483 2521.



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Further details and application forms may be obtained from: The Head of School of Home Economics, Catering & Institutional Management, Dundee College of Art, Perth Road, Dundee, DD1 4HT.

camera talks SEX EDUCATION tel. 01-493 2761

Food and nutrition resources for teachers, details of audio-visual aids and careers; 200 illustrations. Available from the Nutrition Foundation, 25 Bedford Square, London SW1X 8PS.

### Make it DANISH for a change

Denmark is often described as Britain's larder across the North Sea, and Danish bacon, butter and cheese are everyday items in thousands of homes.

A 30-minute film, "Meanwhile, Back in Denmark", showing aspects of Danish food production and how this food is used in British homes, plus some other films, are available on free loan upon request.

BUCKINGHAMSHIRE COUNTY COUNCIL... DEPUTY HEADSHIPS continued from page 32

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WEST SUSSEX... THE LITTLEHAMPTON SCHOOL, (11 to 16 Comprehensive (Mixed))

COVENTRY (City of)... HILTON ROAD SCHOOL, COVENTRY

WILTSHIRE... ST. THOMAS' C.B. JUNIOR SCHOOL, SALISBURY

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## CITY OF COVENTRY

Required Autumn Term, Assistant Teachers at: Ernesford Grange School and Community College

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SECONDARY English continued

KIRKBYES NORTH-WORTHAM COUNCIL... ENGLISH continued

LANCASHIRE

KIRKHAM GRAMMAR SCHOOL... LANCASHIRE

LINCOLNSHIRE

CHARLES HEAD JUNIOR SECONDARY SCHOOL... LINCOLNSHIRE

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ALSO COMPREHENSIVE BOYS SCHOOL... LIVERPOOL

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COLLEGES OF FURTHER EDUCATION continued

HUMBERSIDE EDUCATION COMMITTEE

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DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES
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Department of Social Services

(4) Lecturer I-Child Health

Required to teach Child Care/Health to full-time, part-time and link course students and possibly acting as personal tutor to a group of N.N.E.B. students.

(5) Lecturer I-Family and Child Care Work

This post is involved mainly with work done with young people and involves working with both the less able and students who are either mentally and/or physically handicapped.

(6) Lecturer I-to work with the Mentally Handicapped

The post is primarily involved in working with mentally handicapped students in the 15/25-year-old age range, in conjunction with the local social services department through the Livingston Social Development Centre.

For an application form, please write to the Education Officer, (TS2), The County Hall, London SE1 7PB (Telephone: 01-633 8426).

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LINCOLNSHIRE

MELTON HORNBY COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF BUSINESS STUDIES

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MAGIC ART, DISMAL SCIENCE

Reading is now at last being seen for what it is - a crucial gift without which no citizen can easily take his place in society.

The July 15 issue of the Times Educational Supplement will contain articles by teachers, parents and specialists on a wide variety of aspects of learning to read, from the initial stages for infants to the problems of adult illiterates.

Teacher (Observation & Assessment Centre) Salary: Scale 1 plus 879 p.a. Excess Duties Allowance plus £584 p.a. Forfeited Remand Home Allowance plus £120 Outer Fringe Payment (if non-resident) Boys' Court is a Regional Assessment Centre for 46 boys incorporating a day and intensive Care (Secure) Unit in Great Wymondley, Brentwood.

Community Homes and Associated Institutions Headships and Deputy Headships

SURREY THE ROYAL MILITARY COLLEGE... Applications are invited for the following post: Head of the School of Education...

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SOUTHWARK CATHOLIC CHILDREN'S SOCIETY ST. VINCENT'S, DARTFORD, KENT RESIDENTIAL SOCIAL WORKERS (resident or non-resident) This Catholic Community Home provides residential care for boys from 13 years upwards who are in the care of the London Boroughs. Applications are invited from candidates, preferably Roman Catholics, for the post of Residential Social Worker, resident or non-resident.

YOUTH AND COMMUNITY SERVICE continued KENT COUNTY COUNCIL... Applications are invited for the following post: Youth and Community Worker...

Primary School Teacher Cameroun-West Africa We are about to establish a primary school at Edia in the Cameroun to initially accommodate 10 children of our British expatriate staff employed on the construction of a pulp mill.

GERMANY The Centre for British Teachers Limited has a number of vacancies remaining for teachers wishing to teach ENGLISH in GRAMMAR SCHOOLS (GYMNASIEN) and VOCATIONAL SCHOOLS (BERUFSBILDENDE SCHULEN) in NORDRHEIN-WESTFALEN for the academic year 1977/78.

LAMBETH COMMUNITY EDUCATION... Applications are invited for the following post: Community Education Officer...

OXFORDSHIRE COUNTY COUNCIL... Applications are invited for the following post: Youth and Community Worker...

NATIONAL CHILDREN'S HOME GLAMORGAN Headlands, Penarth Applications are invited for the post of HEAD of the Community Home with Education on the Premises. The NCH is looking for a well qualified and experienced person to provide effective, imaginative and professional leadership.

EAST SUSSEX COUNTY COUNCIL DEPUTY WARDEN required HOLLINGTON YOUTH AND COMMUNITY CENTRE St. Leonards-on-Sea, Sussex Applications are invited from suitably qualified persons for this post which becomes vacant on 1st September, 1977.

Wellington Boys' Club Full Time Youth and Community Worker Wellington is an expanding town in the rural county of Northamptonshire. The club is sponsored and managed by a voluntary management committee.

Representative for East and Central Africa Our current representative returns to the U.K. and 1977. His ideal successor will probably be a graduate, in his/her 20's, single and with at least one year's experience of educational publishing or teaching.

مركز التقييم



# HEAD OF NEW INTERNATIONAL SCHOOL

**(Iran)**  
Araham Foundation, Kerma  
Headmaster required for September, 1977, to plan and establish new British-type international school and to be responsible for all educational aspects; due to open September, 1978, for selected age-groups. Degree and teacher's certificate plus 15 years' teaching experience including 5 years as head of an international school with boarding accommodation. Overseas experience desirable, also experience of planning school buildings. Men only; preferably 38 to 50 years.  
Salary: £20,000 pa approx (under review).  
Benefits: free furnished accommodation, family fares, baggage allowance, 10 per cent terminal gratuity, free medical facilities. Two-year contract renewable.  
Return fares are paid. Local contract is guaranteed by the British Council.  
Candidates write briefly stating qualifications and length of appropriate experience quoting relevant reference number and title of post for further details and an application form to the British Council (Appointments), 65 Davies Street, London W1Y 2AA.



### OVERSEAS Appointments continued

**SWITZERLAND**  
University of Geneva for the year 1978-79. The University of Geneva is seeking a Head of the International School. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

**BOTSWANA**  
Lindi (P.O. Box 100) on the Tlokweng Road. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

**BOTSWANA**  
MATHS/PHYSICS TEACHER. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

**ARGENTINA**  
The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

**LEBANON**  
The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

**CANADA**  
The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

**FINLAND**  
The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

**GERMANY**  
The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

**SPAIN**  
The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

**CANARY ISLANDS**  
The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

# ELECTRONICS TEACHERS

£7,250 TAX-FREE

Electronics Teachers are required to join the staff at the King Fahd Air Academy at Riyadh, Saudi Arabia, where they will give instruction to students of the Royal Saudi Air Force who are being trained as pilots.  
Applications are invited from graduates aged 28-50, with a degree in Electronic or Electrical Engineering and at least three years' teaching experience.

The successful candidates will receive free accommodation, mess, medical care and other benefits. There is also generous travel-paid leave to the UK.

Please apply with brief details of appropriate experience to:  
The Personnel Officer (S.A.) Dept. 804/TE  
Saudi Arabian Super Dept.  
British Aircraft Corporation  
Warton Aerodrome,  
Preston, Lancs. PR4 1AX.

Our free colour brochure will tell you how much more Saudi Arabia can offer you!



# OPPORTUNITIES IN NORTHERN NIGERIA

The Kano State Government has recently established a Management Board which has specific responsibility for promoting the study of the sciences at secondary school level.

As a result of this brief, applications are now invited from suitably qualified candidates for the following positions:

**PRINCIPAL**  
N7,784-N8,724  
Candidates should hold a scientific honours degree and a diploma in Education. Considerable relevant experience and proven administrative ability are also essential.

**VICE-PRINCIPAL**  
N7,104-N7,752  
Candidates should have the same qualifications as those applying for the position above, plus proven relevant experience and the ability to act as coordinator between the Principal and members of the teaching and ancillary staff.

**DEPARTMENT HEADS**  
N5,460-N7,752  
Vacancies exist at this level for the following departments: English; Mathematics; Physics; Chemistry; Biology; Geography; and Technical Drawing. Candidates should hold a relevant honours degree and, ideally, a diploma in Education. Proven teaching experience is essential.

### MASTERS

**N4,368-N6,432**  
To specialise in one of the following subjects: Mathematics; Physics; Chemistry; Biology; Geography; Technical Drawing; History; Arabic; P.H.E. and General Science. Candidates should hold an honours degree and a diploma in Education. Teaching experience would be an advantage.

**CONDITIONS**  
Appointment will be made on contract basis and there is an attractive package of fringe benefits. NB: As at 20 June, 1977 £1= N1,1888

**METHOD OF APPLICATION**  
Candidates are asked to forward 2 copies of their cv together with photostat copies of degrees, diplomas, etc. the names and addresses of 3 referees; and 2 recent passport size photographs by registered post to:  
Mr M. N. Nwokoye,  
Nigeria High Commission,  
Recruitment Section,  
9 Northumberland Avenue,  
London WC2N 5BX.

**CLOSING DATE:**  
All applications should reach the High Commission by 15 July, 1977. Anyone wishing to apply after this date should write directly to the Executive Secretary, Science Secondary Schools Management Board, PMB 3147, Kano, Nigeria.

# Nigeria

### THE HIGHER INSTITUTE OF ELECTRONICS BENI WALID

## The Embassy of the Socialist People's Libyan Arab Jamahiriya

The Institute of Electronics offers mainly for Undergraduates and lecturers conducted in English. Students take a three year course in Electronics and Communications Engineering leading to a B.Sc. Degree. The Institute is situated at Beni Walid, 178 km from Tripoli, where all students and staff are accommodated on campus. Members of staff are strongly encouraged to undertake their own research.

Vacancies for staff members exist in the following fields:

1. Mathematics
2. Physics
3. Engineering Drawing and Descriptive Geometry
4. Mechanical Engineering
5. Mechanical Workshop Supervisors
6. English Language (preference will be given to native speakers with TEFL experience)
7. Circuit Theory
8. Electronics
9. Computer Sciences
10. Communications
11. Instrumentation and Control
12. Microwave and Radar Technology
13. Technicians are also required to run the various Laboratories of the above fields

The minimum qualifications for Academic Staff are M.Sc., and/or Ph.D. (teaching experience is preferred).

The minimum qualification required for Technicians is a City and Guilds Technicians Diploma or equivalent (preference will be given to candidates with previous experience).

Grade	SALARY GRADE (ANNUAL)		Annual Increment	Total Increment
	From	To		
Professor	8200 LD	6480 LD	120 LD	0
Associate Prof.	6040	5780	120	0
Assistant Prof.	4580	5040	80	0
Lecturer	4180	4562	80	0
Asst. Lecturer	3510	4158	100	0
Lab. Technician	Salary dependent upon qualifications and experience			

1 LD = £2.00

- In addition staff members receive the following benefits:
1. The Institute provides tourist class air tickets for the staff member, his wife and four members of his family under the age of 18, to and from the place of recruitment to Libya.
  2. The Institute will pay 25% of the excess baggage charge at the beginning and end of the staff members service.
  3. Fully furnished accommodation is provided by the Institute.
  4. A tax free gratuity of one month's salary is given for each subsequent year of service.
  5. The Institute provides full medical service for staff members and their families. Successful candidates will take up teaching posts in September, 1977. Interviews will be held in mid-July.
- Suitably qualified persons are invited to send curriculum vitae to Eng. Mohammed Surt, Higher Institute of Electronics, P.O. Box 12041, Tripoli, Libya.

### OVERSEAS Appointments continued

**CANADA**  
CLASS MUSIC TEACHER (female) required for Principal and R.F. Primary School in New Brunswick. Applications invited from suitably qualified teachers with a degree and 15 years' teaching experience. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

**LIBYA**  
INTERNATIONAL COMPANIES LAWYERS & TRAINING CENTRE OF LIBYA. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

**THAIK**  
INTERNATIONAL SCHOOL. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

**TURKEY**  
TEACHERS OF MATHEMATICS. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

**AFRICA**  
TEACHERS (all subjects) urgently required for the new international school. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

**TASMANIA**  
SCHOOL OF ARTS. The school will be a boarding school for 150 pupils. The Head will be responsible for all educational aspects. The school will be opened in September 1978. The Head must have a degree and 15 years' teaching experience.

## UNIVERSITY OF PETROLEUM AND MINERALS DHAHRAN-SAUDI ARABIA MATHEMATICIANS

The Department of Mathematical Sciences has vacancies for the Academic Year 1977-78 starting 1 September, 1977, for Faculty of Ph.D. or M.Sc. standing in Mathematics for lecturing duties primarily in the first three years of a five-year course. Preference will be given to more mature candidates particularly those who have had experience of lecturing in English to students for whom this is a second language.

Minimum regular contract for two years, renewable. Competitive salaries and allowances, free air conditioned and furnished housing, free air transportation to and from Dhahran each two-year tour. Attractive educational assistance grants for school-age dependent children. Local transportation allowance in cash each month. All earned income without Saudi tax. Ten-month duty each year with two-month vacation paid and possibility of participation in University's on-going summer programmes with adequate additional compensation.

Since personal interviews of prospective candidates will be held during July, 1977, apply urgently with complete resume of academic and professional background, list of references, complete list of publications with clear indication of those papers published in refereed professional magazines and/or journals, research details, and with copies of degrees/letters/notes including personal data, such as: home and office addresses, telephone numbers, family status (wife's maiden name, names of children, age and sex) to:  
University of Petroleum and Minerals,  
c/o Gibbites-Thring Services Ltd.,  
Broughton House,  
4 & 7 S. Sackville Street,  
Piccadilly,  
London W1X 2BR.

## COLLEGE OF TECHNOLOGY CALABAR, NIGERIA

Applications are invited for posts in the following areas:

- BUSINESS STUDIES**  
Principal Lecturer, Senior Lecturer:  
Accounting, Management and Civil Accounting, Taxation, Management, Marketing, Business Law, Business Statistics, Business Mathematics, Business English, Business Economics, Business Administration, Secretarial Duties, in Shortland, Typewriting, Office Administration, Secretarial Duties.
- CIVIL ENGINEERING**  
Senior Lecturer and Lecturers:  
Soil Mechanics, Highway Engineering, Surveying, Structures, Hydraulics and Hydrology, Water Supply and Sewage Disposal, Senior and Technical Institutes:  
Building Construction, Woodwork, Bricklaying and Concreting, Quantities and Specifications, Measurement and Estimating.
- ELECTRICAL ENGINEERING**  
Principal Lecturer, Senior Lecturer, Lecturers, Principal Technical Institutes and Technical Institutes:  
Control and Computation, Electronic Telecommunications, Power, Energy Conversion, Generation and Transmission, Supply and Utilization, Energy Conservation.
- ENVIRONMENTAL STUDIES**  
Principal Lecturer, Senior Lecturer, Lecturers:  
Architectural, Land Surveying, Quantity Surveying, Town Planning, Building Surveying, Valuation and Estate Management.
- MECHANICAL ENGINEERING**  
Principal Lecturer, Senior Lecturer, Lecturers:  
Thermodynamics, Refrigeration Production Engineering, Automobile Engineering, Theory of Machines, Fluids, Strength of Materials.
- TECHNICAL INSTRUCTOR AND TECHNICAL INSTRUCTORS**  
In Air Conditioning, Refrigeration, Automobile Engineering and Plant Engineering.
- LANGUAGE AND COMMUNICATION**  
Principal Lecturer, Senior Lecturer, Lecturers:  
English, Technical Communication, Journalism.
- NATURAL & APPLIED SCIENCES**  
Lecturers and Senior Technical Instructors:  
Physics and Biology.

**CONDITIONS OF APPOINTMENT**  
All including posts a degree appropriate professional qualification up to Higher National Diploma level is required. Appropriate applications will be offered through appointments and other means two-year contracts.

Grade	SALARY RANGE		Contract Addition
	Basic	Teaching	
Principal Lecturer	£5,446.23	£7,511.61	£1,474.11
Senior Lecturer	£3,816.43	£5,446.23	£1,049.49
Lecturer	£2,700.00	£3,816.43	£756.43
Senior Technical Instructor	£1,755.00	£2,700.00	£500.00
Technical Instructor	£1,200.00	£1,755.00	£355.00

Other supplementary may be available to British Nationals. Other benefits include furnished housing, car loan and allowance, medical, dental and gratuity. Leave allowances, low taxation. Applications and applications for details should be obtained by telephone, subject to urgent mail form.

**KENFORD ASSOCIATES**  
48 Warren Road, Guildford  
SURREY GU1 2HE  
Telephone: Guildford (0483) 68877  
INTERVIEWS WILL TAKE PLACE DURING JULY

# OVERSEAS TEACHING POSTS

**3 TEACHERS OF ENGLISH (SAUDI ARABIA)**  
Institute of Public Administration, Riyadh. Candidates, men only, must be graduates with a university TEFL qualification and 1 year's ELT experience. Salary: 38,400 SR-60,000 SR per year (£6,336-£9,900 approx). No local taxation. 12% bonus. Benefits: free accommodation with basic furnishings. Single men will be required to share accommodation. 1 year contract renewable. 77 AO 98, 106-107

**DIRECTOR OF STUDIES (GREECE)**  
The British Council Institute, Salonika. Candidates, preferably in the age range 30-45 should be university graduates with a PGCE with experience. Previous experience as Director of Studies or Head of Department desirable. Salary: Drs 19,980-Drs 30,770 per month (approx. £3,756-£5,808 p.a.). Benefits: annual bonus; 2 year local contract renewable. 77 RO 28

**TEACHER OF ENGLISH (IRAN)**  
Irano-British Ship Management Co., Abadan. To teach general and technical English to FCE level to naval cadets and ratings, and help prepare ESP materials as required. Degree/teachers certificate and 3 years' relevant experience essential. Postgraduate TEFL qualification and experience of materials preparation/ESP desirable. Salary: £3,732-£4,374 p.a. Benefits: Abadan Allowance; free furnished accommodation; employer's portion of UK superannuation; 2 year contract with the British Council. 77 HO 34

**ELT ADVISER (SENEGAL)**  
Ministry of National Education, Dakar. To advise the Minister of National Education on all aspects of ELT in schools, co-ordinate ELT methods, review examinations, advise on teacher training, organise refresher courses for teachers and inspect schools. Degree, preferably in English or Modern Languages, MA in Applied Linguistics or full-time preparation for a diploma in ELT, a minimum of 5 years' appropriate overseas experience and knowledge of French essential. Salary: £5,210 p.a.-£7,054 p.a. + 10% Inducement allowance. Benefits: free accommodation; overseas and children's allowances and other benefits; 2 year contract renewable. 77 CE 13

**2 TEACHERS OF ENGLISH (BAHRAIN)**  
British Council Teaching Centre, Manama. Duties will include 18 hours (Maximum) ELT, materials production and teacher training. Candidates, single men only, should have a university TEFL qualification and 3-4 years' relevant experience. Salary: £3,732-£4,374 p.a. No local taxation. Benefits: free furnished accommodation (shared); overseas allowance £831-£842 according to salary; 2 year contract renewable. 77 AO 111-112

**TEACHER OF ENGLISH (ITALY)**  
The British Council Institute, Naples. Candidates should hold a degree, preferably in English or Modern Languages, together with a postgraduate TEFL qualification and have substantial, varied EFL experience. Salary: £ 4,588,012-£ 5,672,012 per month (approx. £3,660-£4,452 p.a. at present exchange rate). Benefits: annual and terminal bonuses; local contract 1 year renewable. 77 RO 198

**ADVISER IN ESP (EGYPT)**  
University of Alexandria. To teach and prepare materials for: MA in English Language Studies; ESP courses for postgraduate medical students and for teachers from Dentistry, Engineering and other Faculties. Degree and MA in Applied Linguistics (or 1 year University Diploma in TEFL), at least 5 years' relevant experience (including ESP), preferably overseas and at university level. Salary: £5,210-£7,054 p.a. + 10% Inducement. Benefits: free furnished accommodation; personal and children's allowances; 2 year contract. 77 HU 103

**LECTURER IN ENGLISH (SOUTH AFRICA)**  
University of Fort Hare, Alice. Lecturer to run Practical English Course. Degree in English and experience of tertiary level English teaching essential. 1 year University qualification in TESL desirable. Single candidate only. Salary: £4,490-£5,514 p.a. approx. Benefits: free furnished accommodation; employer's portion of UK superannuation; 3 year contract. 77 HU 62

**AUDIO-VISUAL ENGINEER (IRAN)**  
British Council Teaching Centres (based in Tehran). To service, maintain and advise on installation of AV equipment in 5 Centres (Tehran, Isfahan, Mashhad, Shiraz, Tabriz). To operate audio & CCTV studios, to collect information and maintain records, to train technicians. 2 years' experience of servicing a range of media equipment including CCTV and audio components essential. C&G Telecommunications Certificate or HNC with electronics option desirable also relevant overseas experience. Single candidate only. Salary: £4,588-£5,618 p.a. Benefits: accommodation allowance; employer's portion of UK superannuation; baggage and installation allowances; 2 year contract renewable. 77 HQ 110

**ASSISTANT DIRECTOR OF STUDIES (ESP)**  
**2 SENIOR INSTRUCTORS (ESP)**  
**2 INSTRUCTORS (ESP) (IRAN)**  
British Council Teaching Centre, Tabriz. Main duties under contract to teach ESP in Faculties of Engineering/Medicine in University of Azarbadegan. ADOS: To supervise and co-ordinate teaching, including programme planning, materials design, teaching instruments, liaison with university authorities, to teach 8 hours per week; to develop in-service training programme. Degree plus MA in Applied Linguistics or equivalent plus 5 years' TEFL/ESP experience including ESP at University level. Single or married candidates (max 22 primary age children). Salary: £6,230-£7,054 p.a. Senior Instructors (1 per Faculty); responsible for day to day running and design of ESP programme in respective faculties, and detailed in-service training (max 10 hours per week in primary and BCTC). Degree plus MA in Applied Linguistics or equivalent in Science education) plus 8 years' relevant TEFL/ESP or Science education/ESP experience. Single or married candidates (max. 2 primary age children). Salary: £5,210-£6,026 p.a. Instructors: To teach 20 hours per week and help prepare materials. Degree plus 1 year university qualification in TEFL and 4 years' TEFL experience including ESP. Single candidates only or married couples both to teach (no children). Salary: £4,588-£5,618 p.a. Benefits (all posts): accommodation allowance; personal allowances; children's education allowance (excluding instructors); employer's portion of UK superannuation; 2 year contract. 77 HO 113-117

Return fares are paid. Local contract is guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.





ST. ANDREW'S SCHOOL  
Nassau, Bahamas.

A private, non-denominational, multi-racial, all age School catering to a Bahamian and International student body. The School is housed in attractive modern buildings on a 30-acre site:

Required for September or January:  
**READING SPECIALIST**

To organise, stock, test and advise throughout primary and inter-secondary. Applicants should be well qualified with at least seven years practical experience in the teaching of reading at various age levels and in diagnostic, prescriptive and survey testing. Familiarity with the S.R.A. system an advantage.

Application forms, salary details and information from Mr. J. R. Close, 79 Heaton Road, Smalley, Derbyshire, DE7 6DX, England. Please enclose a stamped addressed foolscap envelope. Interviews in Birmingham at the end of July.

UNITED WORLD COLLEGE OF SOUTH-EAST ASIA  
(formerly the Singapore International School)

The United World College of South East Asia accepts children of wide ability range, 11-18, for a secondary education leading to C.S.E., G.C.E. 'O' and 'A' Levels, the International Baccalaureate Diploma and entry to American Colleges. There are over 1,200 children on roll representing about 40 nationalities, and including over 250 boarding students. There are over 60 teaching staff. Well qualified and experienced teachers of all nationalities are invited to apply for the following posts which are offered for 1st January, 1978, or earlier. Where alternative scales are indicated, the scale will depend on the experience and qualifications of the successful candidate. Applicants should note that there are five scales for College teachers. In terms of basic salary per month in Singapore dollars. Scale 1 runs from 1,050 to 1,950 dollars; Scale 2 from 1,125 to 2,176 dollars; and Scale 3 from 1,275 to 2,250 dollars. Current rates of exchange are four Singapore dollars to £1 sterling. In addition, Foreign Service and rent allowances are payable.

(1) HEAD of the MUSIC DEPARTMENT (Scale 3)  
Within the Faculty of Aesthetics, the Head of the Music Department will have control of curriculum development (including presentations at G.C.E. 'O' and 'A' Levels and the International Baccalaureate). The Department has three teachers. The successful candidate should have a breadth of interest and ability to direct performing groups. There is a strong extra-curricular programme including the annual Arts Festival.

(2) ENGLISH TEACHER (Scale 1 or 2)  
Experienced teacher required to teach English Language and Literature to at least G.C.E. 'O' Level standard. Letters of application, together with a full curriculum vitae stating details of qualifications and experience and the names of two referees, should be sent to the United World College, London House, Mecklenburg Square, London WC1N 2AB, and should arrive not later than Monday, 11th July. Further details of the College and conditions of service will be sent to those applicants selected for interview. Interviews will be held in London at end of July.

NATIONAL GALLERY  
Schools  
Liaison Officer

to maintain and develop educational services for school children and give talks to organized parties of children. Duties also include visiting schools to make contacts and interest teachers and pupils in the Gallery's facilities, organising short study courses for teachers, and assisting in the design and development of visual aids.

Starting salary as Research Assistant Grade II, between £3,670 and £4,610 according to qualifications and experience. Promotion prospects. Non-contributory pension scheme.

For full details and an application form (to be returned by 21 July 1977) to the Civil Service Commission, Alconon Link, Basingstoke (0258) 89551 (answering service operates outside office hours). Please quote G18) 382.

OVERSEAS  
Appointments continued

GERMANY  
TEACHER required from the Department of Education, Bonn. Applicants should be well qualified with at least seven years practical experience in the teaching of reading at various age levels and in diagnostic, prescriptive and survey testing. Familiarity with the S.R.A. system an advantage.

SPAIN  
TEACHER required from the Department of Education, Madrid. Applicants should be well qualified with at least seven years practical experience in the teaching of reading at various age levels and in diagnostic, prescriptive and survey testing. Familiarity with the S.R.A. system an advantage.

SPAIN  
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LANCASHIRE  
EDUCATION COMMITTEE  
CAREERS SERVICE

CAREERS OFFICER  
DISTRICT OFFICER  
SALARY: £11,500 per annum plus £1,000 for expenses.

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SOUTHWARK DIOCESAN  
BOARD OF EDUCATION  
PRIMARY SCHOOLS ADVISER  
RE-ADVERTISEMENT

The post of Diocesan Primary Schools Adviser will become vacant at the end of July 1977. Applicants are invited from trained teachers with Primary Schools experience, who are communicant members of the Church of England. The job entails visiting the 105 Churches in the Diocese to help and advise Heads, teachers and Managers with special reference to religious education and worship.

This is a Scale 3 post, starting at point one, with the normal Superannuation arrangement. A secondment may be possible. The appointment, which will be for five years, will be from 1 January, 1978, or earlier if possible. Expenses will be paid.

Enquiries and applications naming two referees by 11 July, 1977, to the Director, Southwark Diocesan Board of Education, 48 Union Street, London SE1 (Tel: 01-407 7011).

HIGHLAND REGIONAL COUNCIL  
EDUCATION DEPARTMENT  
Careers Service  
Senior Careers Officer

(based at Dingwall)  
(£3,957/£4,395 p.a. plus supplement of £312 p.a.)

Applications are invited from officers who possess the Diploma in Guidance and/or experience as practising Careers Officers.

The successful applicant will practise in a unique area based by Skye in the west and Easter Ross in the east. Apart from the distinctive guidance and employment problems posed by the area, the post offers a challenge because of the industrial development taking place.

The successful applicant must be a car owner and hold a clean driving licence. A lump sum and mileage allowance are payable. Assistance will be given towards removal expenses.

Further information may be obtained from the Principal Careers Officer, 48 Church Street, Inverness IV1 1EH (Telephone 38114).

Application forms are obtainable from the Personnel Officer, Highland Regional Council, Regional Buildings, Glanurquhart Road, Inverness (Telephone 34121) to be returned by 8th July, 1977.

Humberside County Council  
EDUCATION DEPARTMENT  
Appointment of  
County Adviser

Applications are invited for the post of County Adviser, Salary—Soubury Road Teacher Group 12.

Candidates should hold a senior appointment in the education service and have the knowledge and experience to lead a team of 34 Advisers. Further details can be obtained from the Director of Education, County Hall, Beverley, North Humberside, HU17 9 BA, to whom applications should be returned by the 13th July 1977.

Teachers  
of English  
Saudi Arabia

Institute of Public Administration, Riyadh, Jeddah, Dammam  
Candidates must be graduates with TEFL qualifications and experience

Salary: SR36,000-SR60,000 pa, tax free (SR20=£1).  
Benefits: Free Accommodation; tickets for wife and children  
One-year contract, renewable

Send curriculum vitae to: Director, English Language Program  
Institute of Public Administration  
P.O. Box 205, Riyadh

Saudi Arabia

EXAMINERS  
Appointments continued

THE ASSOCIATED EXAMINING BOARD for the General Certificate of Education (G.C.E.) and the General Certificate of Secondary Education (G.C.S.E.)

MATHEMATICS (SYLLABUS 1977) and PHYSICS (SYLLABUS 1977) Examiners are invited for the 1978 examination session. The examination is set in the afternoon and evening sessions. The examination is held at the Royal Naval College, Greenwich, London, SE18 6NN. The examination is held on 15th and 16th June 1978. The examination is held at the Royal Naval College, Greenwich, London, SE18 6NN. The examination is held on 15th and 16th June 1978.

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SUSSEX  
EXAMINERS  
Appointments continued

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